

# CONNECT

*the revolution of youth participation in education*

CONNECT  
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Special GIANT Double Issue!

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A special giant double issue to mark the end of the 1990 year allows us to include some important articles:

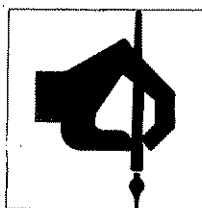
- \* We've transcribed part of the tape of the talk that Eliot Wigginton gave at Melbourne University on 11th July, during the recent visit by himself, Chris Nix and Lee Carpenter from Foxfire. In this fascinating talk, Wig took us step-by-step through the learning process he uses in his Foxfire 1 language class, and shows how the steps can be used in any situation.

This is expanded upon in Wig's book, Sometimes a Shining Moment. We are expecting further copies any day after selling out during the visit: order NOW!

- \* With support from the Victorian Environment Education Council, many groups of students are exploring action around local and global environmental issues. The account of Irymple Primary School students' curriculum action - action that won curriculum innovation awards - highlights what is possible when students are supported in studying and taking a stand on issues of concern in their community.

- \* We are overdue for an index to back issues of Connect. Pages 33 to 36 contain a brief summary of all back issue contents - copies of all issues are available (\$2 each), even if we have to photocopy some missing pages!

A reminder, too, of our intention to devote an issue early in 1991 to the theme of the ACSA Curriculum '91 Conference - 'Liberating the Curriculum'. Articles to us by the start of February please.



Finally, our usual festive note: Have a good holiday and a happy Christmas season. But remember Connect. If you wish to give a gift subscription as a present, we'll send a card notifying the recipient. And copies of the Foxfire book collections would make superb presents.

Best wishes.

Roger Holdsworth

# Cover:

Pollution in a river - what can students do? See the description of Irymple South Primary School's environmental action, p. 5.

Connect is edited and published by Roger Holdsworth, 12 Brooke St., Northcote 3070. Phone: (03) 489 9052. Printed by Graymac.

# POLICY STATEMENT

# STUDENT PARTICIPATION

EDUCATION DEPARTMENT OF SOUTH AUSTRALIA

**FOREWORD**

This policy provides a challenge to school communities to equip students with the personal skills and positive attitudes necessary to shape their own futures and to meet the emerging demands of the 21st century.

It was developed in collaboration with the Parents and Students in Schools Committee, and the State Council of Students.

The policy acknowledges and supports the work of the many schools which already have participatory practices evident in student government and through the negotiation of learning expectations. It offers guidance to school communities on ways in which student participation can be supported and encouraged.

It outlines our responsibilities to provide opportunities for development and a caring environment for students in which they feel both free and willing to participate.

Student participation in decision-making is a fundamental principle underpinning any modern approach to education. I believe our students will be well served by this approach, if fostered through the care, dedication and guidance of our teachers.



Ken Boston  
Director General of Education

**RATIONALE**

This policy is concerned with enabling students to be involved in the decision-making processes in schools on matters which concern them. All students at each level of schooling can be involved in contributing to the decisions made :

- about their own learning - for example in negotiating with teachers about the content of units of work or work-required assessment
- about classroom management and organisation - through student forums at a class level
- through school-based decision-making groups including student bodies, the school council and sub-committees
- in advisory groups at other levels within the Education Department.

To participate effectively in the decision-making process, students need to develop appropriate skills and knowledge. The abilities to analyse information, plan, negotiate, communicate and create solutions to problems in collaboration with others are some of the essential pre-requisites of effective participation.

Confidence will be enhanced in situations where students are able to listen and where their views are respected. Participating in decision-making in partnership with others will enable students to understand the views of others and to develop skills in resolving conflict.

Students need to feel that what they are learning is important. They want the opportunity to express the concerns they have about their world and their future. Students are more likely to develop a strong commitment to the community and its future if they can take part in determining its direction. Participation in decision-making at the school level is a means through which students are able to develop responsibility and experience the democratic process.

In planning for student participation, each school community needs to ensure that its practice is inclusive of the unique and special characteristics of its student population. Strategies enabling students to learn and apply decision-making and leadership skills will take into account each student's age, gender, social and cultural background, capabilities or disability.

An atmosphere encouraging fair treatment of each member through a respect for differences will enhance the relationship between students, staff and parents.

**POLICY STATEMENT**

It is expected that schools will acknowledge the rights of students to be involved in decision-making that influences their future. Schools will ensure that appropriate procedures are established to enable participation of all students in making decisions that affect their schooling. In helping students to acquire the skills needed to participate effectively in the decision-making process, schools should take the following steps:

- Examine school policies and practices to ensure that all students have the opportunity to participate in decision-making about matters that relate to their schooling.
- Develop an environment that fosters and supports the participation of all students.
- Develop skills and knowledge appropriate to age, gender, social and cultural background, capability or disability, required by students in order to participate effectively in decision-making.
- Provide opportunities for students to practise skills, participate in decision-making and take on leadership roles.
- Monitor and review programs promoting student participation to ensure an increase in levels of participation by all students.
- Acknowledge and model effective democratic decision-making processes.
- Value the contributions made by students.

The Education Department will, at all levels, promote opportunities for students, where appropriate, to participate in decision-making about matters which concern them.

SEPTEMBER 1990

## RESPONSIBILITIES

### The responsibilities of the directors.

The Director-General of Education will ensure the implementation of the Student Participation Policy through the directors who will :

- Ensure the development, implementation, monitoring and evaluation of curriculum initiatives and special programs to support the development of student participation in decision-making.
- Ensure that there are sufficient support staff to assist school-based policy and program development.
- Monitor and review school development plans in relation to policy development, programs, resources and personnel.
- Ensure the establishment of structures to enable students who are representative of the cultural and social diversity of their community to participate in decision-making on appropriate area/state groups.
- Ensure the provision of resources to enable students to participate effectively in district, area and state forums.

### The responsibilities of principals.

School principals will :

- Address student participation in the school development plan within a timeline consistent with that proposed by the Education Department in its Three Year Plan.
- Support the development of policies and programs to ensure all students have information and opportunities to develop knowledge and skills to participate effectively.
- Ensure that decision-making structures provide genuine opportunities for students to participate.
- Provide appropriate support for students who participate on school committees.
- Provide training and development opportunities for teachers to foster student participation at classroom and school level.
- Acknowledge the value of the development of skills and knowledge in decision-making and leadership at a school, district, area or state level by accrediting student participation.

### The responsibilities of teachers

Teachers will :

- Structure learning experiences to enable students to develop the skills and knowledge to participate in decision-making about their learning, behaviour management and other issues of concern.
- Critically examine appropriate practices which support student participation in decision-making in the curriculum through negotiation about:
  - the establishment of learning goals
  - pace
  - learning style
  - forms of assessment
  - group work.
- Encourage the involvement of student advocates, if appropriate, for students with disabilities.
- Ensure a learning environment that is free from harassment so that all students can participate.
- Support opportunities for students to participate in student forums and to work on curriculum committees.
- Provide opportunities for all parents to take an active part in their child's learning and to gain an understanding and acceptance of the rationale supporting student participation.

Increased participation in decision-making by all members of the school community benefits educational outcomes for students.

### Responsibilities of students

Students need to recognise the responsibility they share when working in cooperation with others in matters of mutual interest or concern and to act on the decisions agreed upon.

### The participation of parents

Parents who participate in a partnership with their child and the school will be able to make more informed decisions about the educational progress of their child. Parents can bring to this partnership an understanding of their own child and a knowledge of the social and cultural context in which students learn.

### The role of the school council

Through its support for student participation in appropriate school decision-making forums, the school council can assist students to gain essential experiences. The views of the school community will be more accurately reflected by the school council if students are acknowledged as members of the education partnership.

This policy document is reprinted with the kind permission of the Education Department of South Australia. For more information on the policy, contact Cheryl Ross, Parents and Students in Schools Development Officer, Gilles Street Curriculum Unit, 91 Gilles Street, Adelaide 5000.

## Friends of Connect:

By subscribing at a higher level, the following have helped keep Connect going. We gratefully acknowledge receipt of the following financial contributions since the last issue of Connect:

### SUPPORTING SUBSCRIBERS (\$50 pa):

Tony Knight	North Carlton, Vic
Neville Balfour	Keilor Downs, Vic
Youth Services, City of Brunswick	Vic

### PATRON SUBSCRIBERS (\$20 pa):

School Community Officer, Pascoe Vale	
Network	Glenroy, Vic
Bruce Wilson	Flemington, Vic
Pat Thomson	Prospect, SA
John Nash	Toowong, Q
Roslyn Beaton	North Fitzroy, Vic
Graham Pill	Kendall, NSW
Elise Peaurt	Clifton Hill, Vic

Also, Birthday Fundraiser donations from: Kerry Howard (Ballarat) \$20; Jean Lawrence (Montrose) \$10. Many thanks.



# ENVIRONMENT ACTION *AT IRYMPLE SOUTH*

Diane Wood

Last year, the senior classes at Irymple South Primary School studied the problem of water quality. A science/art program posed the hypothetical problem of an uncaring community polluting a river so that we who lived downstream suffered. Students tested water quality and came up with ingenious methods of clearing water pollution. One group of students suggested that we also educate the upstream polluters on their folly.

In 1990, this hypothetical problem became an urgent reality. The Adelaide Advertiser of February 24th carried information on water quality; the Murray Pioneer editorialised: "The report that a new Albury sewage treatment works may pump treated waste water back into the Murray should anger all South Australians."

## **The Murray Pioneer** Editorial opinion

### **Sewage dumping in river opposed**

The report that a new Albury sewage treatment works may pump treated waste water back into the Murray should anger all South Australians. The river should not be used as a disposal point for ANY sort of industrial waste-water or other effluent as there is always a risk that matter other than pure water will be entering the stream.

South Australia is at the end of a very long river system and any pollution added by Albury, at the top end, will affect all downstream river water users.

It would be interesting to see what reaction there would be to the Albury proposal if the suggested dumping point was just upstream of the town's water supply intake. This is a system used in some overseas countries to ensure that all wastes entering river systems are carefully monitored and are genuinely safe to be pumped into the stream. Perhaps the Murray Valley League should suggest that the discharge could only be allowed if it is upstream of Albury — and wait for the local reaction. Albury residents may then realise how we feel downstream of them.

There are many other useful outlets for waste water, including tree plantations. The disposal of the proposed Albury plant's waste onto a forest, would be a much more sensible alternative.

These were read to our students, who were incensed by the proposed action. Pupils in grades 4, 5 and 6 decided they wanted to respond to the article, and a major project was born.

## BACKGROUND

Irymple South Primary School is a rural school situated some 7 km from Mildura City. It has a student population of 150, mostly from families who operate citrus and grape properties. These families are dependent on the Murray River for their livelihood.

Over the past three years, the students have undertaken an environment education program to increase their awareness of local, state, country and global issues. The program comprises activities in the following areas:

- \* Tree planting program each year;
- \* Environmental Issues: Saltwatch involvement, waste dump, recycling (paper, paper collection, cans);
- \* Futures Education: Commission for the Future, ozone depletion and greenhouse effect, town planning;
- \* Grounds Beautification: sports complex, mural painting, conversation pit, kids' gardens (Kids' Council Garden, Special Needs Student Garden, Prep/One Garden, Peace Garden - rest of school);
- \* Alternative Energy Program: pumping water, solar cells, mud-brick making, energy wise programs;
- \* Keep Irymple South Tidy: dustbusters, working bees;
- \* Arbor Week;
- \* Science Activities: seed propagation, shade house activities.

This program has been extremely successful in raising the children's (and their families') consciousness regarding issues facing society today.

# COMMUNITY DEVELOPMENT

Community development aims to educate and motivate people to self-help, to develop a degree of citizenship and a spirit of civic consciousness and to bring about 'gradual and self-chosen changes' in the community's life with a minimum of stress and disruption.

S K Khinduka

Once the students had decided to push for change and embark on community development, the teaching staff agreed to act as enablers, organisers, guides, experts, catalysts and advocates as the need arose.

The staff were pleased that the children had chosen to take action on the social problem of effluent discharge in the Murray River - a problem that affected them and their future as they saw it. Staff were also pleased that the project also provided an opportunity for children to have some degree of 'ownership' in community development which would hopefully benefit them in many ways as they grew older - public speaking, contacting the media, convincing other children and adults to offer support, to be thoughtful and understanding in presenting their case, to plan an effective course of action and so on.

## OBJECTIVES

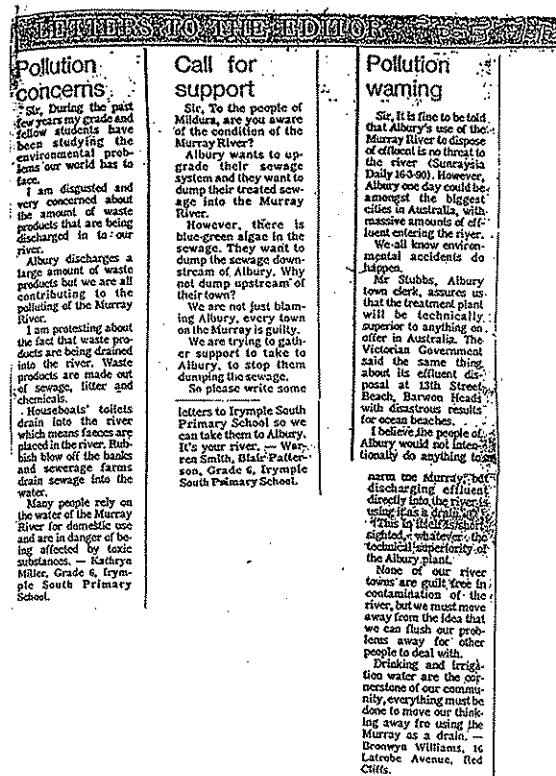
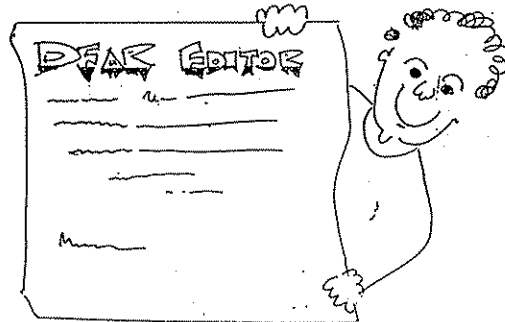
The first stage of community development that the children discussed was their objectives.

It was decided that they wanted to counteract the social problem they believed the Albury Shire would create by pumping treated effluent into the Murray River. This goal was specific. Due to the youthfulness and innocence of the children, they were not daunted by the prospect of confronting an organisation such as the Albury City Council. They discussed the consequences of the dumping proposal and how their community would be affected. They selected a name for their group: K.A.R.E. - Kids Action on River Environment.

## ACTION STARTS

The first stage of activity involved the children writing letters to the local newspaper to gauge the level of concern and to build community awareness. Up to this point, the issue had not reached the general notice of the public.

These letters were published in the Sunraysia Daily on 17th March 1990.



The environment program continued at the school. Grades 4, 5 and 6 pupils spent many hours arming themselves with information, pursuing research projects, discussing the salinity problems at length and planning their course of action.

Responses from many concerned citizens reached the school:

*I am responding to your call for support to protest against the sewage disposal plans of Albury.*

*I feel sure that there are many people who are equally appalled as you are by the plans to dump treated effluent/sewerage into the Murray River system. As another letter stated in the Sunraysia Daily on Saturday, "everything must be done to move our thinking away from using the Murray as a drain."*

*I have seen the Murray River degraded over a number of years and yet it does not seem that long ago that we once swam in the Murray and were able to see our feet through clear water. It saddens me to think that your class may never have known the Murray in that state.*

We all contribute to the pollution of the water, but through greater awareness I am sure ordinary people such as ourselves will be able to bring about major change.

All river towns should be encouraged to explore other means of disposing of our waste - some of which can be turned to our advantage eg growing trees with treated water, creating fertilizer from the remaining sludge. Even if it does add a few dollars to our rates, it will be worth it to know we are saving a river.

I wish you well on your journey to Albury and genuinely hope it is a successful one.

Good luck!

In the meantime, the Irymple Shire Council, the Mildura City Council and the Sunraysia Daily began to take up the issue.

## Albury sewage discharge

No decision will be made regarding the discharge of Albury's treated sewage effluent into the Murray River for several years.

Albury City Council has given this assurance to MIA for Mildura, Mr Craig Bildstein, after he raised the concerns of Mildura City and Shire Councils.

In a letter to Mr Bildstein, Albury town clerk, Mr Ray Stubbs, says: "Despite what some people may be saying, no decision will be made until the matter has been thoroughly investigated."

"At this stage, it is

expected that council will prepare an Environmental Impact Statement for release to the public in either 1991 or 1994."

Mr Bildstein, said Albury City Council had been discharging treated effluent into the Murray River since 1959.

"In 1985, the council adopted a forward sewage strategy plan for the city to meet its growth towards a population of 35,000 people," he said.

"As part of that plan, it is proposing to build a new sewage treatment works about 1.5km from the existing works.

"While at this stage the council has made no decision on the means of disposal for the treated effluent, there is grave concern - particularly downstream of Albury - that it will be discharged into the Murray."

Mr Bildstein has written to the Murray-Darling Basin Commission and the Environment Ministers in NSW and Victoria recommending that in future, all treated sewage effluent be disposed of by on-land methods.

The Murray-Darling Basin Commission chief executive of-

ficer, Mr Ken Johnson, has supported Mr Bildstein's stance.

Mr Bildstein said, working group had recently been established, with representatives from NSW, Victoria and SA, to address the problem of nutrient pollution in the streams of the Murray-Darling Basin.

Mr Bildstein said the NSW Environment Minister, Mr Tim Moore, had instructed that State's Pollution Control Commission to fully investigate land disposal options before allowing wastewater to be discharged to waters anywhere in NSW.

## Sewage battle

Mildura Shire Council has stepped up its battle against the Albury City Council's policy of dumping treated sewage into the Murray River.

Council will seek the support of the Swan Hill Shire Council to send a combined delegation to inspect the Albury City sewerage treatment plants.

It said that the combined stand could only enhance the resolve of council downstream of Albury to have the dumping stopped. The visit is expected to take place in June or July.

## Don't dump sewage in Murray - senator

A SENIOR Federal Government Minister has blasted the Albury City Council over plans to dump partly treated sewage into the Murray River.

Senator Peter Cook accused the council of not properly investigating alternatives to pumping sewage into the river.

He told Parliament the council was unco-operative and secretive.

It was wrong for local government authorities to treat the Murray as a "dumping pit" and it was time they recognised the river's importance to the region.

Senator Cook, the Industrial Relations Minister, said communities downstream were rightly outraged at the plan.

If Albury councillors

were forced to drink water downstream from the planned sewage outfall, they might have a different attitude to the proposal, he said.

Senator Cook was recently switched from the Resources portfolio, in which he had a close involvement with the Murray-Darling Basin.

He said he had been made aware of an outcry in the area about the council plan and its possible implications for drinking and irrigation water supplies.

The council had been unco-operative with the Murray-Darling authorities, who have been co-ordinating efforts to save the region from environmental problems such as salinity and land degradation, he said.

Public awareness had heightened to the extent that the children now realised that their action might have a chance of succeeding. The initial success of their project was important in many ways: The children began to understand the effectiveness of networking as an important component of community development. They could see that people came together for external reasons. It heightened the sense of their belonging and the role they played in the wider community. These young students developed a cohesive group with a strong feeling of purpose. The spin-off was also felt by staff at the school and, as facilitators, they consulted the children about future directions.

## Marathon canoeist gives encouragement

Murray River marathon canoeist Michael Allford, who is concerned with the deteriorating quality of the river water, met with the young conservationists from Irymple South School, this week.

Mr Allford, who rested in Mildura prior to the completion of his paddle for charity, decided to visit the students when he heard of their similar concerns for the Murray River.

Children from the school recently received a \$7225 grant to test the water's purity.

They intend to travel to Albury and take readings at strategic points along the way.

Mr Allford, whose journey started above Albury, was able to recount the forms of pollution he had seen.

The children were amazed when Mr Allford told of the water clarity at his starting point at Corryong.

"I drank from the river, something which I would not think of doing here at Mildura," he said.

"While I was paddling in the waters near Corryong, I often saw a platypus swimming below my canoe, in deep water."

"Here I cannot even see my hand in 15cms of water."

Mr Allford told the children that the first signs of pollution were evident early in his trip.

"At a pine plantation above Albury, tests we carried out showed that pesticides were entering the river at a dangerous level," he said.

"Grazing by cattle on the New South Wales side of the river caused the banks to crumble."

"The problem does not exist in Victoria as cattle are fenced away from the bank."

"The quality of the water changes dramatically below Albury."

Mr Allford told his at-

tentive audience that every town along the river was to blame.

"The worst examples of pollution I saw were between here and Swan Hill," he said.

"Drainage entering the river from fruit blocks was disgusting."

Mr Allford promised the children he would convey their concerns to those living downstream.

The children, in a hastily organised whip-around, made a \$16 donation to Mr Allford to add to more than \$3000 he has already raised for the Children's Asthma Foundation.

Mildura parliamentarians, Mr Ken Wright and Mr Craig Bildstein have promised assistance to the children in their campaign for a cleaner river.

Mr Bildstein said he wholeheartedly endorsed the children's action.

He said he had written to the various river controlling bodies and in particular the Albury City Council deploring their discharges of effluent into the water.

He called on them to stop the practice and replace it with land disposal methods.

Mr Wright said he warmly commended the initiatives being taken by the children.

"All Australians are deeply concerned with the amount of effluent entering the river," he said.

He said the tour by the children deserved every support, and he would be writing to his parliamentary colleagues along the river to ensure the children received every assistance.



• Mr Allford

The news was rapidly spreading and on the 24th March 1990, an article in the Sunraysia Daily reported a meeting between the students and a Murray River marathon canoeist, where he told them of the clarity of the water at Corryong and of the pollution he encountered as he journeyed down the river. Support for the children's community development program was indeed growing.

The children wrote letters to Mr Ken Wright MLC and the Member for Mildura, Mr Craig Bildstein. Letters of support from these members of parliament arrived for the pupils.

Having achieved this heightened community awareness of the issues, what should and could the students now do?

Fortunately a submission to the then Conservation, Forests and Lands Department had been made in late 1989, for a

five-day salinity-testing trip to Albury for forty students. The success of this submission in March 1990 meant that the children were able to pursue their community development program in a more determined manner.

The following itinerary for the trip was agreed upon:

## KARE

### KIDS ACTION ON RIVER ENVIRONMENT WATER QUALITY RIVER EXCURSION

Parents: Grades 4, 5, 6

Monday May 28th - Friday June 1st

- |        |   |
|--------|---|
| DAY 1: | Depart Irymple South<br>Collection of water samples<br>Arrive Dartmouth Resort<br>Children to provide own lunch<br>Accomm: Dartmouth Resort                               |
| DAY 2: | Visit Kiewa HEP Scheme<br>Hume Dam<br>Albury tour<br>Interviews with City Engineer<br>and Manager of APM<br>Dartmouth Dam<br>Accomm: Dartmouth Resort                     |
| DAY 3: | Visit examples of dryland and<br>irrigation salinity<br>Visit Shepparton<br>Girgarre Evaporation Basin<br>Echuca - Port of Echuca Museum<br>Accomm: River Village, Echuca |
| DAY 4: | Examples of salinity in Kerang<br>area - Barr Creek<br>Kerang Lakes - bird breeding<br>Swan Hill - Light & Sound Show<br>Accomm: Swan Hill Pioneer<br>Settlement          |
| DAY 5: | Swan Hill Pioneer Settlement<br>Depart approx 12.30 pm<br>Arrive Irymple South 3.30 pm  |

The children decided to continue their course of action by involving other school children in the Sunraysia area and those attending small schools along the Murray River.

Through a teacher at the school, they contacted School Support Centres along the river to discover schools that would be interested to be approached - generally schools that had an involvement in salinity programs already.

Irymple South Primary School is a relatively small school of 145 students located 10 km from the City of Mildura. The school is very much aware of the dangers which our environment faces today. We have run a Saltwatch Program over the last four years, where students are actively involved in testing water for salt content readings in the district. Other issues such as the greenhouse effect and the widening gap in the ozone layer are also dealt with. (I have enclosed a copy of our own school environmental policy which will show you some of the projects we have been involved in.)

Our major project for this year is two-fold. Firstly, we are planning to travel along the Murray River from Albury to Renmark (SA) collecting samples from the water to test salinity and pollution. We hope to produce, in effect, a chart of the river showing the salinity and pollution readings we have taken. There has never been (to our knowledge) such an undertaking as this - to environmentally chart the Murray River according to salinity and pollution.

The second purpose of our trip is to gather support along the ways (by visiting schools, towns) in protest at the pumping of sewerage into the Murray River at Albury. Although the City of Albury has steadfastly maintained that the treated sewerage is fit to drink, we are concerned about a number of points:

- a) if the water is fit to drink, why didn't they build their treatment plant upstream of their city instead of downstream?
- b) why not use the water for irrigation or simply pump it back into their own water supply instead of pumping it into the Murray?
- c) what happens if a breakdown occurs at the treatment plant?

We have received some favourable publicity here in Mildura with a feature on the local television, plus some newspaper articles being published (I have enclosed a few).

What we are asking of your program is this: Are you interested in our project? Would you like to follow our trip along the Murray as we try to discover just how polluted our river is?

We plan to present the Mayor of Albury with as many letters of protest as possible to show our concern over the dumping of waste into the Murray.



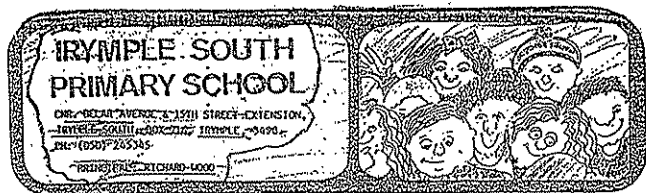
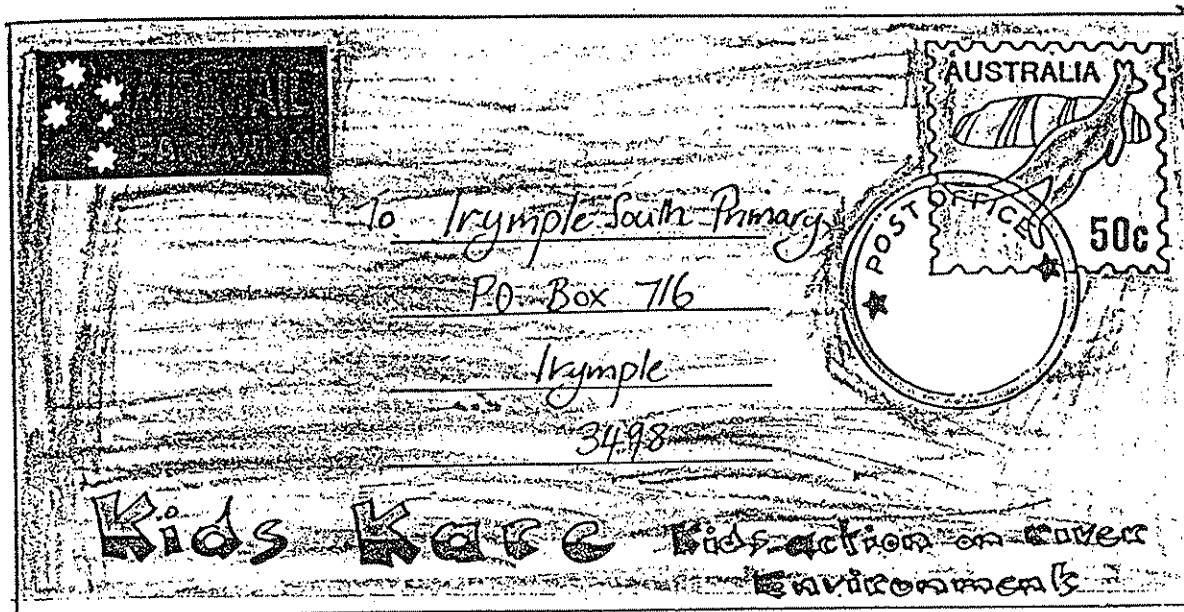
The children at this school are committed to this venture and have great faith in what they are trying to achieve, that is, to make people more aware of the value of our river and how we must try to preserve it.

If you are interested in our campaign please let me know as we really do need your support and the chance to publicise our endeavours.

Heather Freeman (Teacher)

The students wrote to other students at these schools explaining their action. They also approached relevant local and state media (see below).

The children designed postcards for students at other schools to respond to the issue. The following is an example of a post card written by a nine-year-old at Mildura West Primary School:



Dear Sir or Madam

Hi, my name is Leesa Corless. Students from Irymple South Primary School are going to Albury-Wodonga to test the Murray River for pollution. Albury is pumping its waste into the Murray River. We students at Irymple South aren't very happy about it. We are also visiting other schools on the way and talking to the people at these schools. We call this project Kids Kare - the KARE means Kids Action on River Environment. I thought you might want to mention it on your show or perhaps follow us all the way up the River on this project.

On Monday 20th March, the people from Vic TV News came to our school and we did some experiments as well. Irymple South would really appreciate it if you would mention this project on your show.

Yours sincerely

Leesa Corless

Dear Sir/Madam

Hi, my name is Teresa. I am 11 years old and my school is Irymple South Primary School. Well, let's get talking and I will tell you about our Kids Kare campaign. We have really got our minds to it and decided to do something about the pollution in the Murray River.

Albury people do not have to put up with it (the pollution) but look at us, we get their rubbish and sewerage. When we could have a spick and span clean river, but at the moment it's looking like a complete dump. So we are going to Albury to tell them what's good. If they keep dumping sewerage in our river there will not be anything left for us. Well, sixty people will be involved and will be going to Albury to protest about putting their sewerage in the Murray River. Our school is inviting you to come along and participate and support us in this cause. We also want to know if you would like it on your show and then more people might start to help us. If you are interested please write back soon.

Yours sincerely

Teresa

And from Rutherglen, a student wrote:

*I used to go with my family to the river 'every' year but we hardly ever go any more because of the bad water. So I understand your concern to clean it up. We can clean up the rubbish that we can get too. But it still leaves you with the gunge, which will make your water bad to drink. So I will try and help as much as I can.*

Alex Sellar

## KARE

### KIDS ACTION ON RIVER ENVIRONMENT

Dear fellow students,

Our school is concerned about the quality of water in the Murray River. We are travelling along the Murray to help make more people aware of the damage being done to our river by salinity and dumping of sewerage and other wastes into it.

You can help us and be part of our campaign by writing to us on one of the postcards provided. Tell us how you like the river, how you use it or how people are misusing and polluting it. Suggest some things that can be done to help improve the quality of the water in our river too.

We will collect these postcards and use them to help persuade people, towns, cities, industries and governments to take action to save our great river.

Thank you from the pupils at:

Irymple South Primary School.

Here are some of the postcards we have received:

Dear friends,

Hello. I live in Mildura. My friends and I always go down to the river to swim and have picnics and mostly camping. But we can't swim in the river now because people are polluting the water. So please do not pollute the water.

Dear friends,

I think it is great how you are taking your stand. I like the Murray River to be clean but it isn't. I think people should be more considerate don't you?

Kylie, Rutherglen PS

# Students tackle river pollution

**I**RYMPLE South Primary School students will travel to Albury next week as part of their campaign to save the Murray River from pollution.

During the visit students will interview Albury's city engineer about the city's proposed new sewerage works, according to school principal, Mr Richard Wood.

Controversy has erupted over the sewerage works, which would discharge treated effluent into the river.

Mr Wood said the ABC television children's program, Behind the News, would be covering the students' 'press conference' with the city engineer.

He said the Albury visit was part of a five day trip 50 Irymple South students would make to the source of the Murray River.

He said the students would be taking salinity readings from the river as they followed its course upstream.

Mr Wood said the school would be contacting other schools in South Australia to collect salinity readings all the way downstream to the Murray mouth at Goolwa.

During their trip the students will visit other important features related to rivers, such as the Hume Dam and

the Kiewa hydroelectric power scheme.

Mr Wood said the trip was being made as part of the school's Kids Action on River Environ-

is to set up a network of schools concerned about the Murray River's welfare, according to Mr Wood.

"It is to get schools organised to jump up and down if anything happens to the river," he said.

"This is where it starts — with the kids."

"We want informed conservationists, not people who are green just for the sake of being green."

Mr Wood said the school had devised a novel approach to informing people of children's concerns about the river.

He said the school had printed 5000 postcards and sent them to other schools for children to fill out with things they were worried would happen to the river if it was not managed properly.

When completed, the postcards are returned to Irymple South Primary School.



• Mr Wood...

school tackling river pollution.

ment project (KARE), which has been running for two years.

He said the KARE project had been funded

by a \$7000 grant from the Conservation, Forests and Lands Department.

The idea of the project

Dear friends,

I like the Murray River to be clean because I like swimming in it in summertime. I also like the Murray River because I go fishing and catch fish.

Dear friends,

Because of the polluting of the river, and the salt and sewerage in it, the river is getting destroyed. I used to be able to swim in the river but now that it's polluted, almost every day I either see empty beer or soft-drink cans and sometimes even dead animals that people have just thrown in the Murray. One day I even saw at least 7 cans, bottles and bits of rubbish just dumped in the river and they were so far out you couldn't even get them with a stick.

Leonie McDonald, Murrabit Group School

Children from my grade 4 class at Mildura West Primary School wrote many postcards of support, as did children from other schools. Over 4000 postcards were distributed. Kathryn wrote on behalf of the Irymple South students, thanking those who had responded:

*Dear River Friends,*

*Thank you very much for the postcards concerning the Murray River. I congratulate you on becoming one of the many schools involved in our KARE - Kids Action on the River Environment network.*

*We will send some of the postcards to politicians, environmental groups and people who have some control of the river - the River Murray Commission.*

*Together we hope to convince the Government to stop dumping effluent into the river.*

*Kathryn*

The media was kept informed. A photo and article appeared in the Sunraysia Daily - typed by nine-year-old Sarah Carter:

## District Students Combine to Fight River Pollution

by Sarah Carter

Boys and girls from all over Sunraysia are lending support to the anti-river-pollution campaign being waged by Irymple South Primary School students.

The school has printed postcards which they hope Sunraysia children will fill in and send to them for presentation to the Albury Mayor.

The school has received a grant to carry out tests on the purity and salinity of Murray River water and intend to protest their concerns in Albury during its fact-finding tour in May. School principal, Mr Richard Wood, said postcards were available to all schools in the Sunraysia area.

"Postcards are being sent to the principals of schools in the Riverland area of South Australia who have also expressed their concern with the condition of the river," he said.

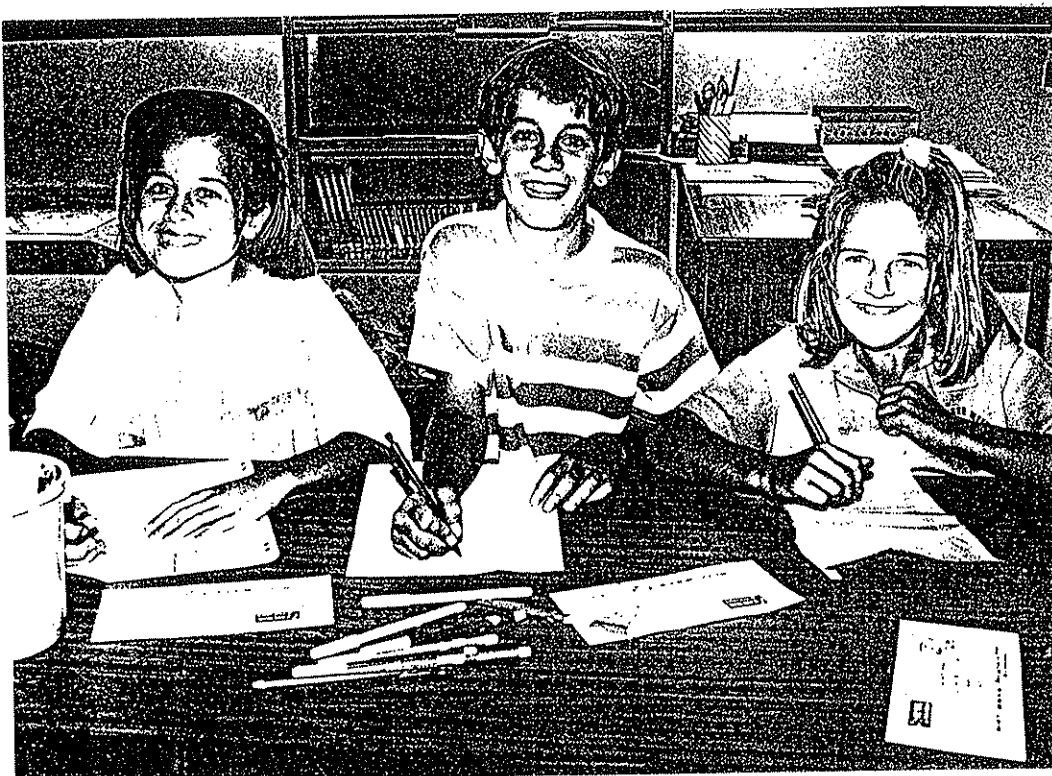
"They are going to meet after the school holidays to discuss to what extent they are going to help us."

National Party leader, Mr Tim Fischer, whose electorate includes parts of the Murray, has written to the school pledging his support. The Australian Broadcasting Commission intends to use footage of the school students in a children's news program.

"The children are happy with the progress they have made, and hope that not only children but also adults will take a postcard and write to Albury's Mayor stating their feelings," Mr Wood said.

"We were contacted this week by the Adelaide Advertiser newspaper wishing to know more details of our planned campaign and hopefully they will also lend their support."

"The idea of a small country school taking on a large authority seems to have captured the imagination of many people."



Kids  
Action on  
River  
Environment!

During this period, television coverage of the children's efforts was taking place. The children wrote many letters to the Aussie Kids Magazine. The ABC talkback radio interviewed the children and a teacher.

This stage was a very important one as it was a stage of consolidation. School staff spent many hours providing the children with a sound knowledge base of the issues at hand, doing experiments, assisting with role-playing so that the children felt comfortable when talking with children from other schools on the trip and also facing interviews from the media. They also role-played the session they would be involved in with the Mayor of Albury and other Councillors. Some of

the sessions were video-taped so that the children could make decisions about the appropriateness of their behaviour. Parents too were involved with the preparations for the trip and community support for the efforts of these young children was strong.

## THE TRIP

Finally on Monday May 28th, 1990, the time had arrived for the journey. The trip proved to be a huge success for the children in many ways. A video is available from the school that depicts parts of the trip and reveals some of the highlights.

The following is an outline of how one child felt about the journey:

Everyone was due at school around eight o'clock on Monday, May 28th. The suitcases, sleeping bags and sports equipment were packed into the luggage compartments in the side of the bus. Our bus driver's name was Andrew and he was really friendly. We left soon after.

We collected our first water sample from a salt pan. Using a special meter, we tested the water for salinity. By lunchtime, we had collected and tested more samples.

We visited the Beverford Primary School and performed our special 'Tree Planting Rap'. We gave the students some postcards so they could write to us and tell us why they like the river, how they use the river and what they don't like about it.

We ate lunch at the Lake Charm Primary School. We gave out more postcards at Lake Charm.

We collected more and more samples as we went along, and recorded the salinity readings. People felt ill as we went round and round the mountains. We had tea then we went to our cabins at the Dartmouth Resort.

Early the next morning, after breakfast, we travelled to the Dartmouth Dam. I found the Dartmouth Dam really interesting and we even got to walk across it. We had lunch, then we travelled to Albury.

A few students, including myself, interviewed the Mayor of Albury. The interview was great. We asked questions like: "What do you think about the amount of salt and pollution in the river?" or "Why don't you use the treated effluent on trees instead of discharging it into the river?" He answered, "I'm concerned about

the condition of the river" and "The cost to reuse the treated effluent would be enormous."

The next day we travelled to Echuca, collecting water samples as we went. We stopped at Echuca where we were guided through a museum, listened to a story about riverboats on the Murray and watched a series of slides on the history of the river. Our accommodation was called the River Village.

After tea, we watched TV then we played games.

We set off quickly the next morning. We visited the Murrabit Primary School and looked at what they are doing about salinity. We sang the 'Tree Planting Rap' and we gave them some postcards. We took more water samples.

We stopped at a bird hide. We had to climb up some stairs in a tall building where there were special windows to look out. We could see ducks, ibis, hawks, a crane and many other birds.

We stayed at Swan Hill. That night, we went to the Sound and Light Show at the Pioneer Settlement. The Sound and Light Show was definitely a highlight. We rode around in an open train and we stopped at certain buildings. These buildings lit up and we could hear a story being told.

The next morning, we went on a tour around the Pioneer Settlement followed by a cruise on a paddlesteamer. The boat was called the 'Pyap' and the cruise was another highlight.

We had some free time to explore and buy souvenirs, then we set off on our way home.

Kathryn Miller

A staff member also summed up his impressions of the trip:

Although 44 pupils from Irymple South Primary School recently took part in an excursion along the Murray River, the 'same' 44 did not return. Each child had 'grown' both in maturity and socially, mixing with others and developing their independence.

## WHERE TO NOW?

Since returning from Albury, the pupils have continued their contacts with schools they visited along the Murray River. They are presently sending postcards to school-children downstream from Mildura and as far away as Adelaide near where the Murray meets the sea.

The children realise they must continue with their community development program to ensure the issue is not driven underground. They intend to keep the media informed, to continue their relationship with other schools and to gain further knowledge on this issue and other environmental issues.

A lunchtime visit by my class to Irymple South School is planned for the near future. The children will show their video, discuss the trip and inform my class of their future directions.

The children were delighted with the article which appeared in the Sunraysia Daily:



The State Pollution Control Commission will not allow Albury City Council to continue to discharge treated sewage effluent to the Murray River unless it proves to be the only practicable option.

Mildura Shire Council received the commission's ruling in response to submissions made earlier this year.

The commission told council that Albury was proposing to expand and further upgrade its works but no firm proposal had been submitted to it yet.

It said that whatever the option chosen the upgrading of the Albury sewerage treatment works would result in less nutrient enrichment of the Murray River and a better water supply down stream.

### Students put Albury to test

Albury City Council engineer, Mr Ray Trestrail, was on the receiving end of some probing questions earlier this week from a group of visiting Irymple school children.

The 46 children from Irymple South Primary School were in Albury to ask the city engineer why Albury plans to dump more sewage effluent in the Murray River.

It is part of a school project — funded by the State Government — in which the children are monitoring pollution along the river.

The school's visit to Albury attracted the attention of Albury's daily newspaper, The Border Mail, which carried the following report:

"You can see the bottom of the river," Leesa Corless said yesterday on her first impressions of the Murray River in Albury.

"You can't do that at home," Leesa said, and 46 other children from Irymple South Primary School had travelled to Albury to quiz city engineer Mr

Ray Trestrail on plans to dump more sewage effluent in the Murray River.

Home for Leesa is Mildura where the Murray River is showing the ill-effects of salinity and pollution.

The children monitor water quality as part of their schooling.

"We have been getting EC readings up to 500 at Mildura," Liam Wood, 10, said.

"In Lake Hume the readings were only in the 60s."

The EC meter measures the electrical conductivity of the water, an indirect way of measuring the salt content.

Mr Trestrail told the children that Albury's contribution to the reading was one — and the ANM mill added another one.

"Albury is putting less pollution into the river today than it did 20 years ago," he said.

He gave the children bottles of treated sewage and river water to examine.

Leesa asked why the sewerage works could not be located upstream of the city's water supply — a fair question if the water was pure.

Mr Trestrail said this may

happened in places where water was in short supply and Albury had a high rainfall.

Because of that rainfall, it was not possible to use the effluent for irrigation: "This is not an irrigation area such as Mildura".

But the children were only too aware of the contribution irrigation makes to the salt problem, with Kathryn Miller, 11, pointing the finger at the grape growers near her town.

The school principal, Mr Richard Wood, said the trip to Albury had its origins in a "salt watch" school project.

"That led to general pollution, with the children asked to solve the problem of a large town upstream wanting to dump sewage in the Murray River."

The publicity about Albury's plans was seen as a living example of the hypothetical problem.

However, they realise that there is a need to continue their efforts as the final decision on effluent disposal is not due until 1991. The children are now busy preparing information on alternative methods of effluent disposal.

## WHY HAS THIS PROGRAM SUCCEEDED?

1. The children have had a history of studying environmental issues. The community development program was a step forward along lines the children were already familiar with.
2. Teaching staff acted in many roles as community workers to help the children combine with others to take action on an issue that affected their lives. It was handled in a way that was non-threatening and positive.
3. Strong support was built up with the families of the children involved.
4. There was local support by many people including other school children. The bond strengthened the children's power to succeed.



5. The wider community understood the issue as it also affected them.
6. The media played an important role in promoting the program. The issue gained wide coverage for many reasons including the reason that it was children taking an active part in community development.
7. Environmental issues are now in the political arena. They are on the agenda globally so the timing was right.

The whole project has been time-consuming and demanding for some students and staff and it will continue to be so for some time. Having other interests and a diverse curriculum helps to reduce the children's (and staff) tensions related to the community development program.

If it was the only exercise they were performing, their enthusiasm may wane. As it is, it is part of their lives which they accept as challenging and exciting, and up to this point, most rewarding.

## SOME REFLECTIONS

*Encouraging local people to work collectively is an aspect of the struggle to give real meaning to the concept of democracy. Neighbourhood work seeks to involve people at grass-roots level in decisions and policies which affect them and their neighbourhoods.*

*Henderson and Thomas, 1980*

One of the most important aspects of the community development program is that it was children who desired change - children took action on a common problem.

The early stages of defining the problem and gaining information were quite clear for the children. However it was necessary for teachers to bounce ideas off one another to clarify issues that were relevant eg "Should we be doing this?"

A school is not supposed to be political! Teachers did not want to be involved for their own ends. On a number of occasions, the Principal had to remind the media that the program was owned by the children. The problem lay in the newspaper persistently taking great photographs of the children and then proceeding to place the Principal's photo with the article to add weight to its content. The Principal explained that the children held the power of persuasion and they had ownership of their efforts.

In a sense, the staff were the servants of the children. They were also account-

able to parents and the Ministry of Education. Once the boundaries were defined, the staff, as skilled workers, saw their role as being catalysts who fed in ideas and knowledge, assisted with communication and sometimes initiated moves. Staff input was necessary when handling bureaucracies and their support helped establish the credibility of the community development program. It was very time consuming and other extensive school activities and curriculum were being run concurrently. Staff lived in the community and understood the issues. They helped the students mobilise internally (at the school level) and externally (getting the wider community on-side). The model of working from the 'bottom up' was appropriate for the Principal and staff acting as community workers. They enjoyed the shared experience and felt positive about the whole exercise.

The stage of establishing informal and formal communication lines was effective. The children pooled their talent as writers and speakers. They broadened their horizons for the common good of their group and involved many other people in their program.

The sense of community was strong as people sought a solution to the problem. The children were provided with plenty of information to enable them to get an all-round perspective of the relevant issues, and this gave them an enormous leap in confidence that their program had merit. The children are now better able to use their own resources, they are more socially responsible, can work cooperatively and are more reasonable in accepting the views of others. The staff were able to show the children that alleviating competition amongst members was important and that competition is a hallmark of much of what individuals generally do, but it had no place in their community development program.

Most of the decision making was left up to the children. The staff believed the children should determine directions and that the self-help concept was an important area of growth for the group. All children had equal access to the program as no financial constraints were imposed. The children were encouraged to articulate their needs and to gain access to resources (eg members of Parliament, the media etc). It is interesting to note that the Albury City Council Representative met with the Irymple Shire Councillors (prior to the children's Albury visit) to reassure local people. They gave verbal agreement that the plans to deposit effluent in the Murray River would not go ahead. The children saw this as Albury Councillors

'picking off' local people in order to pacify them and as a means of having the issue dropped from its high profile.

The children decided it was still necessary to pursue their original plan of having a binding decision made and to negotiate alternatives. They believed the Albury City Council was being unresponsive to others' needs. Fortunately a stage of mutual endeavour between the children, local people, the government and the Albury City Council has now been reached.

Community development can be a lengthy process. The children have achieved their initial goal and are now redefining their future directions. They are researching alternatives in waste disposal, continuing their links with other schools and forming coalitions with other groups such as conservation and environment groups. The children are maintaining their relationship with the media on a regular basis. At present they are debating whether to take on the Albury City Council over proposals to erect a paper deinking plant in Albury. They are deeply concerned about the enormous amounts of salt which could be discharged into the Murray River if the plans proceed. Their new initiative would be a major community development program.

The children would have to push for changes in Government legislation, not just mutual endeavour as has occurred with their previous program. This initiative would also involve enormous contribution and commitment to the task by the staff as community workers as it is the quality of their relationship that adds strength to the maintenance of the group.

A detailed record of the children's community development program has been produced. At present, evaluation is being undertaken so that the children can critically judge their efforts. The program evaluation document looks at various areas such as:

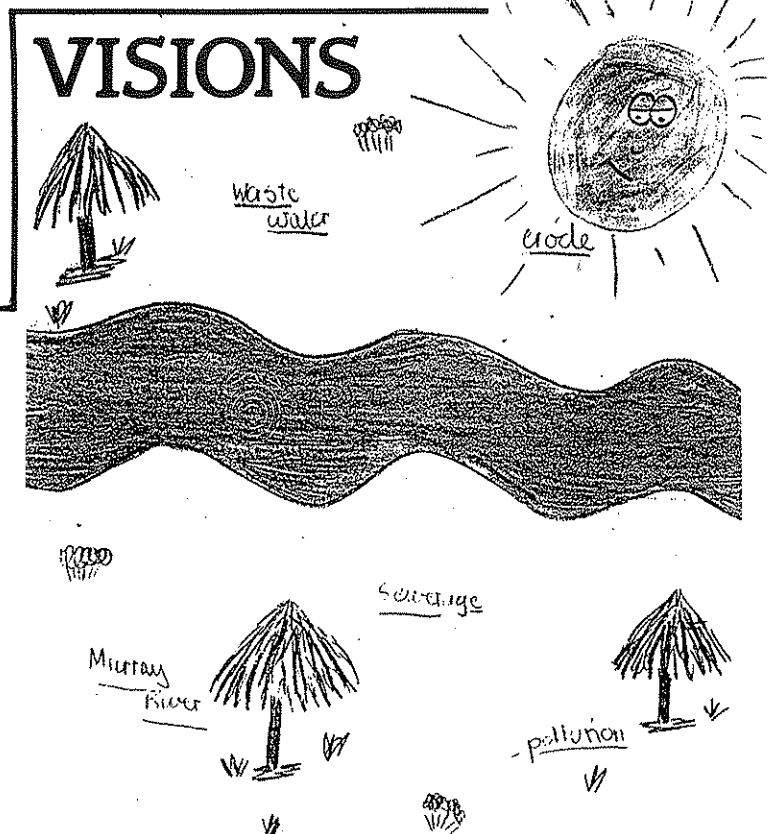
- the nature of the problem
- consciousness raising
- the skills of participating at the grass-roots level
- available resources
- political risk and the development of political skills
- planning
- all data collected belonging to the participants
- interaction
- leadership
- prevention and promotion
- educational objectives.

Judging the adequacy of their technique is vital for the children in developing their real understanding of community development. It is also necessary for the workers to evaluate their role in promoting collective action.

There have been many highly desirable outcomes from the children's push for social justice, many of which have been written. One of the most valuable is the children's "appreciation of interdependence and for the intrusive worth of social connectedness" (Garbarino, 1982).

The sharing of an identity has enhanced the lives of the children concerned and impressed upon them that much satisfaction, joy and sense of purpose can be gained from being participants in a group, a group which has rightfully been given encouragement and care by interested adults.

Diane Wood  
Mildura West Primary School



*It's the year 2010. The Murray River is clean, people are swimming in the Murray. The sand is golden brown. Birds and animals are drinking the water. Plants and trees are growing. There are no sewage pipes going into the river, no wastes. People are starting to recycle. The fish are swimming around, people can drink the water. The Murray is like this because the children of the River stopped Albury and other towns from dumping their sewage. We found out that salt and other pollutants must be stopped from entering the river for us all to survive.*

Johnny Papalia

## Junior School Councils

# FOOTSCRAY~YARRAVILLE

The Footscray-Yarraville Network of Schools comprises four Primary Schools and one Secondary College. One of the schools has had a Junior School Council for three years, another for two years and one which began this year. The fourth Primary School is still pondering the value of establishing a Junior School Council. The Secondary College in the Network has had an SRC for many years.

It became clear to me after talking to a number of teachers in the schools that there needed to be a greater focus on JSCs, their organisation and function within the schools. It was also a means to an end for a new School Community Officer to get involved in student participation in a real way and encourage some of the schools to establish student representative bodies. Assisting established JSCs in meeting procedures, providing a rationale for new JSCs and acting as a support person gave me a focus for suggesting that a combined schools training day would be useful. Also it was suggested by youth workers at Footscray City Council than an SRC Conference could be arranged. (This has not yet occurred, but is still seen as a great idea.)

At a transition meeting, it was also suggested that links between the JSCs and the SRC be established and that students from Primary Schools could benefit from seeing how an SRC is run.

So in 1990 there was movement in the schools towards greater student participation.

### A JSC TRAINING DAY

A JSC Training Day was agreed to by all schools and the details of the program were discussed with each JSC. On the day a bus collected students, teachers and six parents from the three schools and took them to the Inner West School Support Centre. The Conference Room had been booked and we were set up with all the equipment we required. Students, parents and teachers were then involved in 'ice-breaking'/'getting-to-know-you' activities. This was very successful, though it was suggested that these activities could have begun on the bus as soon as the participants were picked up.

The rest of the morning consisted of activities which allowed Junior School Councillors to share successes and difficulties and identify common issues and problems. We also watched a video on

student participation. Before lunch (a barbecue lunch was provided and eagerly devoured), we reviewed the morning's activities and students were asked: "What have we learned today?" and "How can we pass on information and practices to next year's Junior School Councils?"

### SOME SUGGESTIONS FOR 1991:

- \* "Use observers at meetings this year so that others know the procedures."
- \* "Make a roster for observers and explain what they have to do."
- \* "All observers come along on another training day later in the year."
- \* "Get help from parents."
- \* "Make a video of a JSC meeting for the rest of the school to see."
- \* "Students should have a chance to read our minutes."
- \* "Written reports should be made at the end of the year."
- \* "Grade 3/4 students could be trained by JSC members."
- \* "Elect JSC before the end of the year."

The training day was a great success. The commitment of the students to sharing ideas and to making Junior School Councils a natural part of schools' decision-making structures is clearly very strong.

### A REFLECTION

From an organisational point of view, a number of suggestions have been made:

- Training Days should be early in the school year;
- Childcare should be provided for parents who wish to be involved;
- SRC students should be involved;
- It should be a whole day rather than a half-day;
- This should be budgeted for in the Whole School Plan;
- Accreditation for such activities should be a natural part of the schools' assessment and reporting procedures.

The Footscray-Yarraville Network plans to build on these activities, as student participation is to be a focus and a priority in 1991.

David Jay, School Community Officer  
Footscray-Yarraville Network  
C/o Footscray High School  
Wembley Avenue, Spotswood 3015

During his visit to Australia in July 1990, Eliot Wigginton from Foxfire outlined the step-by-step process he used - the pedagogical approach of Foxfire.

# FOXFIRE

## STARTING: AN EIGHT~STEP PROCESS

This process that I'm going to describe is not the only way to do the job. There are lots of other options. This is one that I like and that I use every year. Lots of the teachers that I and my staff and others work with in the States, have used this, or some close variation thereof, and have found it to work pretty successfully with their kids, K to 12.

When we initially began working with teachers in a more concerted effort to get some colleagues to explore with us better and more efficient ways of making this process work, and to explore with us what it would look like in situations that we don't represent - what does it look like in third grade maths for example? - we were running constantly into situations where teachers were saying, "I understand that there should be democracy, and it should be collaborative, but I don't know how to get it started. I don't know how to get going with it. What do you do on Monday?" This was one way of answering that question.

It was also a way of trying to deal with the situation I came up against over and over again, where teachers who were at a Conference where I talked with a couple of students, said, "Well, we loved what you said, we loved the idea. I went back to my classroom the next day and I walked in and said to the kids, 'We're going to do business a different way. From now on we're going to have democracy in here, and student votes. What would you like to do instead of what we have been doing?' And the kids couldn't come up with any ideas and the ones they did come up with were stupid. They said, 'Let's have a party for the rest of the year' or 'Let's take the rest of the year off' and so I just went back to the book and gave up. Yeah, it sounds nice when you talk about it, but it doesn't work."

So I said, "OK, let's start over."

I developed this step-by-step process for getting at that dilemma. Teachers that don't need this should use something else.



Eliot Wigginton, Chris Nix and Lee Carpenter.

Photo by Graeme Cutts

## Step #1

On the very first day of school, when the kids come into the room, I have the students break up into groups immediately - groups of four or five. Each group chooses a recorder, and then the agenda is to finish the following sentence. I put: "A good teacher:" on the board, and the kids come up with as many endings to that sentence as they can.

When they're finished, after about 15 minutes, I call them back together again. I go around from recorder to recorder and each gives one item of his or her group's list and we draw out a list of about 20 of these things. You'll have "Good teachers: never embarrass their kids in front of other kids" - like that. We can do this in one class period of 55 minutes. One of the students transfers those items off the board to a sheet of butcher's paper, and they go up on the wall of the classroom and they stay there all the year.

I tell the kids, "That's what I'm going to go by, but you have to remember that's what you have to go by too, because all of you are going to be teaching just like me. We're all going to be involved in this."

Before that list is finalised at the end of that first period, the kids vote as to the ones they think are the strongest - the most accurate. Some of them only get one vote, because they're kind of silly, so they come off, and we use the others.

## Step #2

The next thing I have kids do is create the 'criteria for a memorable experience'.

I get them back into small groups again, on Tuesday, second day of school. I say, "In your small groups, share with each other stories of things that have happened to you so far in school that you found to be particularly positive and memorable. Once you've shared the stories with each other, try to figure out what the ingredients were that made those incidents so memorable. What are the common denominators?" This one takes two days usually.

If the kids need help, I give them a little bit of help. I may ask one of the students, if everybody's stuck, for example, to share a story with the whole class and then we'll try and boil out the ingredients together.

They're things like: "The work we did was memorable because it had an audience beyond the teacher - other people saw the work." "It was our idea, our choice." "We worked in small group work, in teams." "We did peer teaching." "It was connected directly to the community." "People from

the real world came into our classroom and we went out into the real world." Almost any memorable experience from your own school career will have those ingredients.

The interesting thing about it is that, no matter who you do it with, the lists tend to look identical. One of my favourite activities in a class that I teach for Georgia State University, is to take a group of teachers on the first night, and have them do the activity I've just described, and put their items up on the board. When they've finished, a group of my ninth and tenth graders who are with me, stand up and take the charts that they made on Tuesday and Wednesday of the first week of school and put them on the board - and the two lists are identical.

At this point, the conversation becomes, "Well, if you know what makes powerful education, and we know, how come we don't have any of it?"

You can take those things (by the way) and you can write them up in paragraph form and you can base a philosophy of education round those. And that list is on page 32 of Connect 63 if you want to take a look at it.

## Steps #3 and #4

Thursday, we take a look at the academic agenda.

With my ninth and tenth grade kids, I don't put the whole thing up on the board, because it's 93 separate items - objectives. What I do instead is suggest to the kids that since they're broken into eight categories, we take one of the eight groupings. These include things like 'writing skills', 'reading skills', 'literature' - like that. The one that I suggest to them (and I don't like to do business this way, but I don't have much choice) - the one that I suggest that they look at most closely, is the writing one, because on September 28th, they're going to be given the statewide writing sample, three weeks from where we stand at the beginning of the year and, based on that writing sample, they're going to get either a certified diploma or a certificate of attendance. So we only have three weeks to get ready for this statewide writing test, so I encourage them to pick that one first.

You can go all kinds of directions with this. You can put maths objectives up, or science objectives - whatever they are. I just take the state lists, because that's what I'm paid for. What I ask the state to do is not to restrict me or confine me to them.

When we've done our choice, and I skew the first choice with the ninth and tenth graders (but I wouldn't if I didn't have to), then we spend the rest of that



period, making lists of all the places where you see that stuff surface in the real world. If we have selected the writing objectives, I'll say, "Let's make a list of all the places where you see writing in the real world, or the results of writing." Magazines, newspapers, radio shows, TV shows, soap operas, comic strips - and as the list goes on and on, you begin to get into things like bumper stickers, billboards, tray-liners on trays at Pizza Hut, graffiti. It goes everywhere from there.

At some point the kids say something like, "Writing is everywhere!" and I say, "Yeah, I know!" I want to establish really early on what the real world connection is between that agenda and how folks use it out there.

I can have students (and I love to do this with elementary school kids, with addition and subtraction and things like that) ask their parents, "Where are all the places you use this in your everyday lives? Give me a list." Then they bring this information back and we make master lists.

Friday, on the first week of school (and this is still part of Step 3), we do a pre-test - some kind of instrument to show me where they are. I have the kids write a composition on Friday, for example, before working on writing activities, that answers questions like, "Talk with me about English - talk with me about what your relationship is with language" or "What have you always hated about English? What are the things that you've become convinced over the years that you're never going to be able to do well? What are the things that you love to do, that you get real pleasure out of?" I'll also ask them something like, "Give me a paragraph about how you think we're doing so far in the class. How's it going? Are we going too fast or too slow?" From that writing sample, I can get a first-hand look at what it is I've got to deal with, and I can study that over the weekend.

So step 3 is the academic agenda and, if it's appropriate, a pre-test. Step 4 is those real-world connections - making that list.

It was using this same process (or a variation, because I didn't know what I was doing at that point) that the students chose, in 1966, a magazine. The next question became, "What's going to be in it? What are the contents going to be? What's the name going to be? How are we going to raise the money for it?"

#### Step #5

Step 5 is the development, the fleshing out of the plan.

Student choice for the contents was superstitions and home remedies collected from the local community, and the time that the local bank was robbed in 1934. My choice for the contents of the magazine (and I could put my choices in too - that was legitimate) was haiku poems and short stories. So the first issue of the magazine has superstitions, home remedies, the interview with the bank robber and the sheriff and haiku poems. The kids' choice for the name of the magazine (out of a hundred that were generated) was Foxfire - my choice was The Voice of the Gap ('cause we were in Rabun Gap, and it was kids' voices, and I thought that was a great title) but the kids out-voted me.

The first issue of Foxfire came out. The people in the community saw it and said, "As far as we're concerned, you can keep that haiku poetry, but give us more of the rest."

This happens over and over. I can give you a thousand stories of things that teachers and their kids have done - kindergarten kids, second grade kids, in all levels of the curriculum - and the kids' ideas are magic - they're so elegant and neat. And the teacher's ideas are so clunky - the ones the kids vote down.

Step 5 is this fleshing-out process. It also includes going back to the chart of memorable experiences and saying, "As part of this plan, I want you to hit those ingredients of a memorable experience and build them into the plan." That sharpens the discussion - the thing about audience, for example. Who's this going to be for? Who's it good for? How's it going to be used? What purpose is it going to serve? The whole thing begins to take on a seriousness.

The kids begin to ask questions like "Are we really going to make this?" You say, "Do you want to?" "Yeah, we want to do it, but I thought it was just a game or something." "No, we're going to do it!" "Well, if we're going to do it, then we ought to ..." and everything turns a corner!

This is also that period of time where they try to figure out whether or not negotiations have to take place with people in power, and whether you have to get permission from the administrator to do this, whether it makes sense to invite people from the community in at this point to help sharpen the thing a little bit. Does it make sense for a group of kids to go to the manager of the Pizza Hut at this point and invite the manager to come into class and talk about actual Pizza Hut ads and who pays for them

and how much they cost and whether or not there's a possibility that kids could produce one for the local cable TV.

Another part of step 5 is to look closely at that chunk of academic agenda. The caution that I always lay on the kids is that the point of doing this is that list - the reason that we're doing it. I will let you proceed with this project as soon as you can convince me that 100% of the people in this room are going to master all this stuff (the academic agenda) at the end of the creation of this Pizza Hut commercial. When I'm satisfied that this agenda is going to get dealt with,

and we don't have to talk about it any more, we can proceed. That's part of the plan - how are you going to prove to me that you've got it.

After they've done one of these commercials, by the way, the next step is to take them to works of literature and begin to look at what real authors in the real world did with characterisation, plot, setting etc.

#### Step #6

Step 6 is to go ahead and execute the project.

I was in Kentucky last week with a group of teachers (in a class that Foxfire sponsors) and they were really sceptical - "This sounds really stupid. We still don't see how it works. We want to see it." So I said, "OK, go get me a bunch of kids." This is one of those classes where teachers tend to bring their kids, because we have child-care facilities

set up for the kids, so parents can stay with their kids for the week. During lunch all these folks went and got their kids. They chose what group they wanted: elementary, middle or high school - they chose middle school. They sat there and said, "OK, now let's see it." We only had 45 minutes, so we skipped the first two steps.

I had the teachers identify the academic agenda that they wanted to look at, so they picked 'literature' - "Do literature!"

"OK, fine. So, what are you supposed to teach?" They gave me all this stuff with literature - main idea, content, summarising, drawing conclusions, inferencing, plot development, characterisation, figurative language, theme, setting. So that's the academic agenda.

I got the kids in a circle and I said, "OK, we're going to point at some of these words. Who knows what 'characterisation' is?" A little girl raised her hand, eighth grade. I said, "Great, what is it?" "Well, I've heard the word, but ..." "OK, how about this one?" None of them knew what any of them were. So that's the pre-test. I could have done it on paper if they'd given me some time.

So I said, "Literature ... What's literature?" The kids said, "Stories." "So, where do you see stories?" This is step 4 - connection with the real world. The kids generated a list. One of the teachers wrote the list down while I was getting stuff from the kids: The Baby-Sitters' Club (I don't know what that is - some kind of series of kids' books), adventure stories, mystery stories, science fiction, movie scripts, plays, TV soap operas, sitcoms, newspaper feature stories, newspaper sports stories, newspaper comics, oral stories, radio dramas ....

Next step, as part of step 4, is: pick one. If it's a long list, I have the kids vote for as many of these as they want to vote for. Everything that gets at least



There are a whole set of rules in here, like I stop the work fairly frequently, and re-group and see where we are vis-a-vis these charts and vis-a-vis the objectives - so I give mid-tests sometimes, interim instruments to check where we are. Another rule: save everything. I don't let any kid throw anything in the waste basket. Every scrap of paper, every set of notes, everything goes into writing folders. We save every piece of work, so that in the end we can see the progress and watch how it unfolded and create a document that shows another class how they might do something similar.

The doing of the project, the execution, is the part that people like John Dewey liked the best because it's the doing of the project that runs us up against those dilemmas where the kids say, "We're stuck; we don't know what to do next." It's the solving of those dilemmas where the real education takes place, not the final product or the creation of that product.

This whole process is driven by a style of education that is the opposite of the way normal people interact with kids. Everything's upside down. Rule: when a kid asks a question, you don't answer the question, you turn the question back on the

one vote gets circled and then, once they are circled, I say, "Pick one of the ones that are circled." The one they picked from this list was TV commercials - 7 votes.

The next step is, once the kids have made an initial choice, begin to develop the plan.

So, commercials about what? Detergent, shampoos, shoes, clothes, books, dictionaries, Pizza Hut, toys, Nintendo ... etc.

Let's pick one, really quickly. Choice: Pizza Hut. We're going to make a commercial for Pizza Hut. Give me some notions about this. Where is it going to take place? Suggestions were: at a Pizza Hut (makes a certain kind of sense), in a car, in a kitchen, in a TV room ... So we have some initial ideas for where.

Who's going to be in this thing? One of the kids suggested, "Let's have seven rich people." A family of seven rich people, waiters, delivery people, customers, the President of the United States, four old bums. Pick one. The kids' choice was "We want it to be this rich family and the bums and the President of the United States." Where's it going to be? They picked "in a trailer in an alley, then in a mansion."

Things are starting to get a little more interesting now. The kids are starting to get a little worked up, so I said, "I'll split you guys into two groups, to develop two story ideas - you have 15 minutes. Go." While the kids were doing their thing, I was answering questions from the teachers - "Well, I don't think you did that right ..."

When the kids looked like they were about ready, I called them all back. I went to each of the two groups and said, "How's it going? Almost finished?" "Yeah, yeah - almost there."

Two story ideas:

Number 1 (the one they picked, by

the way) was: "These seven rich people are sitting in their TV room in their mansion and they see a commercial for Pizza Hut. It makes them hungry, so they go to the refrigerator and there's no food in the refrigerator, so they get in the car and drive to the Pizza Hut and on the way they see four bums and (for some mysterious reason that the kids didn't explain) they decide to pick the bums up and take them along. They get to the Pizza Hut and George Bush is in there with his wife Barbara - they're visiting the community, and has bought pizza for everyone - and these seven rich people, who essentially run the town, are sort of showed up by the President, because they don't do this kind of thing. So, after Bush left town, these seven rich people make it a habit every Wednesday night to pick up the four bums and take them to the Pizza Hut." The kids liked that.

So we're going to do a video-tape, make a commercial about Pizza Hut. Meanwhile I go back and say, "By the way, before we go any further, do you know what this is called?" and the kids don't, so we say, "The name for that is setting." And this - that's characterisation - it will be (bear with me) ... plot ... theme.

The next step, if they'd given me any more time, would be to have the kids split up into small groups and go and develop a full profile of each of the characters. Each group takes one - age, hair colour, complexion, kind of clothes, speech patterns, mannerisms - all the rest of it. They would present to the class a portrait of this person - the way he or she talks, etc. Same with setting - what's on the walls? what's on the floor?

From this point on, these words, which are going to be tested in the Georgia VST test, become part of the working vocabulary of the class. If a kid says, "Where I want this to happen ...", I say, "What's that called?"

group. The reaction of most teachers is that if a kid asks a question, to thank God that somebody was interested enough to ask one at all, and to rush in and answer it. The legacy of this is, of course, that you find yourself answering the same questions over and over and over until you get suicidal.

"What's next? I'm stuck. I don't know what to do!" "Well, what are the possibilities? Work out a list - pick one. Check it out. See what happens."

#### Step #7

After it's done, we then evaluate what happened. We do a post-test if that's appropriate, have the kids demonstrate mastery in whatever way they've selected that the teacher feels comfortable with. We evaluate the whole process, think about what we do next.

#### Step #8

What do we know now, that we didn't know at the beginning of this process? Where are we? Where can we take what we know now, skills that we've developed, knowledge that we have about the way that the world works, about the community as a resource, about the reaction that adults are going to have to us? Where can we take that to? Where do we go with this?

It's Dewey's notion of the spiral curriculum - what happens next?

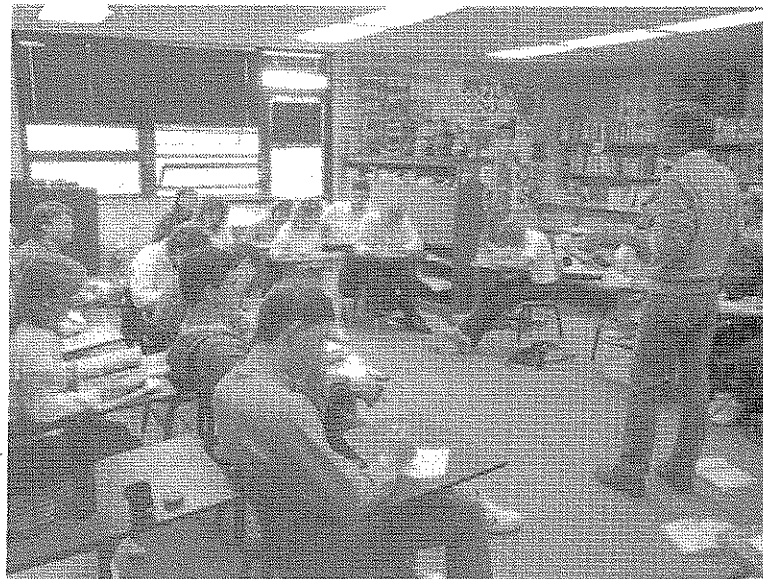
It's at that point that your circle crosses over again, but bring in 10 or 15 or 20 more of the objectives and start designing something new around those. If there happen to be several kids who still are a little shaky about a couple of these things (previous objectives), I usually identify those kids, or they identify themselves and they're the ones responsible for those things in whatever it is we do next.

You want a guarantee that no-one is doing stuff that they already know how to do. That's the point. It's another one of those rules: if you know how to do it, you're not allowed to.

What always happens is that a teacher starts a magazine with a group of kids, and says, "Who'll take the pictures?" Some kid raises his or her hand and says, "I know how to take pictures. I've got a camera. My dad takes pictures for the newspaper. I've been taking pictures for a long time. I can do it." The teacher says, "Great - you take the pictures!" So kids that are comfortable writing do the writing. Consequence: nobody learns anything! What was the point? To create this little mutual admiration society where everybody that knows how to write sits around and praises each other for knowing how to write?

Instead, you can use the strengths that students have to create 'specialists' in the room. I'll have a 'comma splice specialist' and a 'fragment specialist' and a 'subject-verb agreement problem specialist' and an 'organisation specialist'. Periodically I'll grab those kids who are still having problems with comma splices and say, "Just go over in the corner with the specialist and sit there, and don't come out of that corner until it's fixed."

You can even post the names of kids and the names of skills that they're specialists in on the wall. Some kid says, "I don't know how to use a camera" - you just point to the list. That's where you use the kids who know how to take pictures, or know how to organise a composition, or know how to make notes. If you know how to do it, you're not allowed to do it yourself. You can do two things: You can teach somebody else, or you can develop some system where you do whatever it is you know how to do at two or three times the levels of sophistication you've ever done it in before.



Photograph: Andy Sharp  
Atlanta Journal/Constitution

Those are the eight steps.

Teachers say, "We can't do that in our school. I teach kindergarten."

Marie Bond from Seattle, Washington, took her kindergarten kids last year through this process. She had a couple of ideas that she wanted to do - the kindergarteners voted her down. What they wanted to talk about was the fact that they weren't very well prepared to go to kindergarten, that these adults had had this meeting for them, but they had forgotten to answer all kinds of questions and the kids were too intimidated to ask the questions.

She said, "What do you mean? I don't understand." They said, "Well ..."

So everytime a kid gave a statement, she'd write the statement on the board and then transfer the statement to a sheet of paper and give it to the kid, and the kid would illustrate the statement. They can't read yet, but they know what it says.

One of the themes was school buses. The kids started to come forth with "We were afraid that we'd get on the bus and the big kids would beat us up"; "We were afraid that somebody might make a loud noise and the bus driver would crash"; "We were afraid that the bus driver wouldn't remember where we lived and wouldn't be able to take us home".

Based on that, they created a series of six books - one about school buses, one about recess, one about school lunch, one about making friends, etc. Then the kids decided that what they wanted to do was to make a movie (which of course turned out to be a videotape) where they re-enacted all those situations, so you'd see a kid stating this fear, then you'd see the situation re-enacted. That 10-minute videotape, written and produced by Marie Bond's kindergarten kids, then was used in all 14 school districts in the Puget Sound area for pre-kindergarten kids, and it was shown in those meetings of kindergarten kids and their parents, to alleviate entering-kindergarten kids' fears.

Then these kindergarten kids, who had written and produced a movie, went to first grade and spent the year reading the basic reader!

One more example: Second grade - Linda Oxendine's kids in Barbourville, Kentucky, don't like the basic readers. The basic readers are about people who live in brick suburban homes and have front lawns and lawn sprinklers and dogs that live in the house - and they can't relate to any of that. They don't know what lawn sprinklers are and they think that dogs that are allowed to go in the house are stupid. They know that dogs stay outside - they go hunting with you. These little tiny dogs with ribbons seem pointless.

So they create their own sort of basic reader every year. Since the state mandates that they have to read the basic readers, they deal with them on Mondays, and on Tuesdays-Wednesdays-Thursdays-Fridays they write their own basic readers, with their own personal experiences, what they do at Grandma's house on Sunday, covered dish suppers and dinner on the ground, riding with their dads in the coal trucks on weekends. This is their basic reader. They create one of these every year.

What's next? Step 8?

Linda's kids said, "Let's make a radio show." Linda said, "I don't know how to make a radio show." One of the second graders raised his hand and said, "Well, get the radio man in here." So they went and got the radio man.

Now every Thursday at 11.15, for 15 minutes, there's a second-grade radio show where, for the first five minutes, the kids read letters from their listeners and the second five minutes, they read works in progress and for the last five minutes they read submissions that have been sent from other elementary school kids from around the area. Then at the end of the show, one of these little second grade voices says, "This has been Kyle Jones, your host for this week, be sure to tune in next week when your host will be ..." and at 11.15 on Thursday mornings, everybody in Barbourville stops - you see the cars sitting on the streets with the car radios turned on. It's the most popular radio in town - and it's done by second graders.

The second graders come in at the beginning of the second grade year, testing on the ITVS at first and second grade levels, and at the end of the second grade year, 100% of the kids test at fourth-grade levels and above. And then they go to third grade and read the basic reader all year.

ooo

We try, in this process, to have that conscious linkage between these objectives and what we're doing, as opposed to the kind of situation where you might spend a whole lot of time on these very specific skills and then finally at the end, with two weeks left in school, let the kids make a video.

Let's just go ahead and do it, and as we're doing it, double check where we are with all the various objectives. That's the system I prefer.

It gets to the point, which for me is the beauty of this process, where students have the capability to look at a set of objectives and design their own project by themselves. This is a skill that then transfers to being able to look at any situation or any problem and design your way through to a solution, and carry that out, and analyse what happens.

That constant interchange between reflection and action and design is an ideal we all shoot for. Some people call it praxis. The end result of that tends to be something resembling wisdom.

Eliot Wigginton

(Transcribed from talk, Melb., 11/7/90)



# COURSE DEVELOPMENT

# NEGOTIATION

# ROLES

The following notes have been developed by Pam Jonas, Executive Officer of the Victorian Schools Year Twelve and Tertiary Entrance Certificate (STC) Group. They accompany excerpts from the STC Course description and from the set of STC booklets, now reprinted as One For All, Meredith Freeman, CDC, Canberra 1987.

## Teacher Role

Characteristics:

- willingness to value student ideas and decisions;
- organiser, expert, resource person;
- willingness to 'demystify' teaching process;
- willingness to share ownership and organisation of course.

Teacher Pre-Planning: to what extent can you plan your course before the start of the year?

Teachers must not feel that they cannot say or do anything. Negotiation is between student and teacher. You have not abandoned your professional expertise or experience the moment you have decided to use a negotiated model. You must prepare for the negotiation.

General course rules: eg punctuality, attendance, reasonable expectations can be pre-empted by the teacher.

Specific to subjects:

- \* What specific skills should be included in this course and why? Provide clear direction about what is essential.
- \* What are the parameters of your subject? Preparation of a unit to start the year, that explores some of these, and gives students a feel for the scope of the subject area.
- \* What content could be used?
- \* What resources are available?
- \* Investigate the range of assessment techniques available and their appropriateness to activities.
- \* What constraints might there be?
- \* What level of student knowledge/previous experience can you expect?

Establishing Group Goals and Aims:

strategies for achieving this, questions/activities to prepare for this activity.

eg. Establish why students chose the subject - what do they expect to get out of it? Get students to write list of personal

goals. Find out which goals are shared by the group. Discuss relevance of personal goals.

Once the commonality of the group's goals become apparent, then you can begin to draw on your pre-planning in terms of the content and/or skills development which will promote these goals.

Establishing the Content: you are the professional. You are more aware of what is and is not necessary for kids to study, how to extend them, how to challenge them. It is reasonable for you to define the course in terms of your expertise and availability of resources.

- need to have a good appreciation of wide range of content approaches;
- need to know what type of content could inform course decisions;
- appreciation of content necessary to ensure that a course is worth studying;
- individual work - its appropriateness;
- knowledge of content necessary in helping students establish how long things should take.

Teaching Methods:

- \* Group work - don't feel you should be organising individual programs. STC emphasises the establishing of group consensus.
- \* individual work - for extension and challenge.
- \* face to face (yes folks, chalk and talk is not dead!)
- \* discussion - helping kids to establish aims/goals.
- \* reviewing and renegotiating.
- \* facilitating.
- \* catering for mixed abilities.

Assessment:

- Providing a range of techniques.
- Helping students to appreciate what is appropriate to a particular situation.
- Establishing work requirements.
- Advancing ideas on how to show improvement.
- Spelling out the details.

# Student Role

Collaboration and student participation in course design will depend on student experience, age, maturity level - to name but a few! Students can have input to course design at a variety of intellectual and organisational levels. Some suggestions could be:

- \* Setting goals/aims for themselves and the class.
- \* Selecting - ways to go about a topic; appropriate assessment methods; how to present their information; excursions and fieldwork.
- \* Sharing group research.
- \* Deciding the number of topics to be studied.
- \* Introducing subject matter/content/related ideas.
- \* Bringing personal experience to the class.
- \* Deciding the order, length and duration of units of work.
- \* Deciding class dynamics, course rules, behaviour, responsibilities.
- \* Suggesting 'extension' studies for themselves/the group.
- \* Organising work experience.
- \* Organising activities/excursions.
- \* Evaluating topics/courses.
- \* Assessing 'peer' work.
- \* Students should be encouraged to respond to teacher explanations, reasoning etc about a course of study; to propose alternative ideas within the understood content of what the course is about.

## Planning for a Unit/Topic

### TEACHER

### STUDENTS

#### (a) Content worthwhileness:

- concepts
- key questions
- aims
- parameters



Why study this topic?

What do we hope to get out of it?

What do we know?

What do we need to know?

#### (b) Methodology

- range of approaches



How can we tackle this topic?

How will we find out about what we need to know?

#### (c) Products:

- range of expectations
- range of methods of presentation



What will be the outcome of this work?

What will we produce?

How will we present it?

Who is our audience?

#### (d) Assessment:

- range of methods
- appropriateness to what you are doing
- what records will we keep?

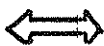


How will we know when we've been successful?

What will we have to do? (work requirements)

#### (e) Problems:

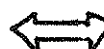
- areas for renegotiation/collaboration



How can we work through problems?

#### (f) Evaluation and Reflection:

- what worked/works
- what can be used again?
- what needs refinement?
- what documentation have we kept?
- class diaries, journals



What did you enjoy?

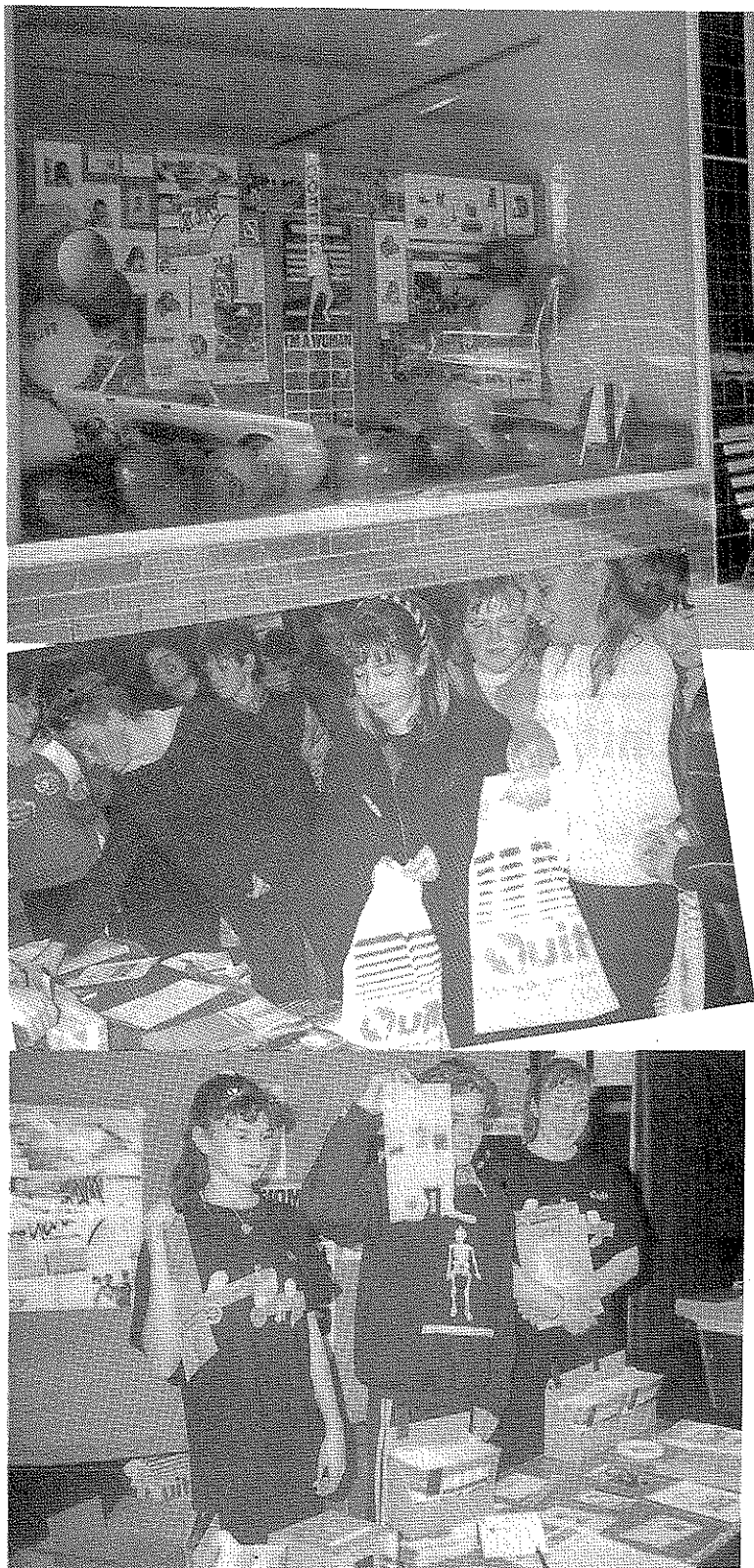
What could be improved?

What could be changed?

Where to next?

All of this is suggestion. It is by no means an exhaustive exploration of what can/does occur, but it may give you some ideas to start with.

Pam Jonas, STC Group



# TALLANGATTA Secondary College QUIT Campaign

Hi, I am a student from the Tallangatta Secondary College. I am in a class called Human Biology, together we have just completed a very successful Quit campaign in our local area.

It all began when we studied smoking and the effects it has on the human body in our class. Then Paul from the Quit campaign of Victoria came to speak to us. He mentioned the idea that we should hold our own Quit campaign. Our class decided a survey should be held at our school to determine how many students smoked. We found that 60 out of 300 students smoked at Tallangatta Secondary College. This was the basis for our Quit campaign.

Each member of the class, consisting of 8 people, organised different segments of the campaign. One group published the survey results and organised an anti smoking poster competition for primary school and year 7 students.

Another group organised the display material that was going to be put up around the town. They had to order the display material from the Quit campaign of Victoria. The displays were distributed on the 25th of June and they were placed at the local information centre.

Another group of students gave talks to the grade 5 and 6 students at Tallangatta Primary School, on the 17th and 27th of June. Students in the Human Biology class had a BBQ and display for all students at the show. The day was a great success. The show bags made up by members of the class were distributed very fast to other students at the school. Even though the weather was dismal, many students enjoyed their barbecued meat.

Overall, the Quit week we held from the 23rd to the 29th of June was a marvellous success as we broadened the students of Tallangattas knowledge of smoking its the effects.

By Kim De Merlo, Kelly White, Carol Wilson and Aaron Robbins.



# WHO'S FOR A FAG?

## — Not Likely.

Reprinted with kind permission  
from Bush Telegraph No. 7,  
October 1990 (Victorian Country  
Youth Affairs Network, Fitzroy).

A quit week run by young people for young people and  
also for the rest of the community in Tallangatta in June.

The Human Biology unit at the secondary college asked if they could make this one of their projects. They set up displays in the post office, the hospital, the doctors waiting rooms and organized a complete Quit window display in the Hub community centre.

Surveys showed that 60 of the schools 300 students smoked, more girls than boys. The Quit week did not set out to harass the smokers but just to give them the facts and start them thinking about their habits.

Primary school and year 7 students had a poster competition, and as a climax to the week, a Quit barbecue was held at school. The weather was icy with sleety rain and the queue for sausages and hamburgers was long but people were patient and cheerful.

The organisers had bought handsome black Quit T Shirts and one had made his own with a plastic skeleton dangling on his chest.

Quit show bags, stickers and book marks were given out. One of the favourite places was the stand with equipment measuring hand tremor and lung capacity. Measurements were only comparative but, needless to say, there was great interest in who had the lowest and highest readings.

One aim of Quit is to show you that you can have plenty of fun without smoking. That was quite evident on this day.

Peer pressure and lack of self esteem play a large part in starting people smoking. The young people who organised the Tallangatta Quit week showed that peer groups can also work in the opposite direction.

Carmyl Winkler  
TALLANGATTA





# CARING FOR THE LAND

## WOORAGEE P.S. JUNIOR LANDCARE

Students at a small rural school in north-eastern Victoria are taking huge strides by showing that children really can make a difference to their environment.

Wooragee Primary School, 10km from Beechworth, hosted the first Victorian Junior LandCare Conference on 6th June. Pupils from eleven primary schools in north-eastern Victoria attended the Conference, along with senior representatives of the Department of Conservation and Environment and the Ministry of Education.

The 23 students and two teachers at the school organised a day of reports, activities, idea exchanging and celebration to share the message of LandCare with other schools.

"The conference has brought together children, teachers and parents to share ideas about how children can be actively involved in LandCare issues," said Wooragee's previous Head Teacher, Andy Woods. "Land degradation is a major problem throughout the country and these children are aware they will inherit the land and

that they can and should contribute to solving the problems facing us all."

Pupils from prep to year 6 at the school also take direct action to protect their environment. They keenly collect, propagate, nurture and plant their own indigenous trees to help halt the erosion of their local creek. The students devote their lunch and play times to identifying and eradicating nearby noxious weeds and participate in farm tree planting activities organised by the area's senior LandCare group.

The students presented the following report to the Conference about their activities:

Our group was formed in 1989 after Wooragee Senior LandCare asked us if we were interested in finding out more about LandCare.

After talking to our teachers and senior LandCare members, we thought that we could take some action to help stop land degradation around Wooragee.





We think that the environmental problems around us can be overcome.

We felt that an important way to help stop land degradation was to firstly learn as much as we could about trees and planting trees.

Kevin Williams, a local botanist, was invited to the school and he showed us how to identify indigenous plants and how to collect seeds from them.

Next, Greg Johnson and Kath Chick from CF&L came to our school. They explained to us why erosion of our creek banks was taking place and how we could stop the erosion. Greg showed us how to propagate seeds correctly.

A hothouse was donated to us by local LandCare members and we turned it into a winter propagating house. It is in the hothouse that we propagate seeds that we have collected.

We hope to take our successfully propagated seeds to local landholders and offer to plant them on their properties. At present, we are building up a bank of seedlings. Some of the River Red Gums that we have propagated, we have already planted around the school and down at the creek.

During the past 12 months we have helped to launch the Junior LandCare Kit which has excellent ideas and songs about LandCare. It is available for schools and groups to use.

One of our guest speakers was a fishery officer who spoke to us about native fish and how they keep our streams and rivers clean. Mr Poyntz, a local bee-keeper, came to our school and spoke to us about the importance of the honey bee in the web of life.

During one meeting last year, we walked to the site of the Edmonson's Lane

plantings. Our group worked with senior LandCare and other concerned community groups to plant over 400 native plants on the creek banks. Greg Johnson came with us and on the walk he helped us identify many noxious weeds. When we got back to school, Mr Woods showed us how we could set up a computer data base to help us identify local noxious weeds.

One very interesting meeting last year was with a local commercial Paulownia grower. Jeremy showed us how to propagate Paulownias from root cuttings and he talked to us about how Paulownias could be valuable in the future for land management and forestry.

Some of our other projects have included designing our own logo which we wear, manually eradicating weeds in our schoolground (we especially have trouble with Paterson's Curse and blackberries) and beginning a compost pit.

Our compost pit is called Vivaldi de-Composer. Eventually we will use Vivaldi to help in our propagating program.

During a phone link-up earlier this year, we spoke to students in a city school - Bayswater North. We spoke about the sorts of environmental problems that we face. They think that rabbits are just cute, harmless, fluffy things. They don't realise what a problem rabbits are here. We hope that some sort of link can be formed with a city school so that we can share ideas and discuss each others' problems.

## THE FUTURE

Our first year of Junior LandCare has been a very busy one. Everyone has become more aware of the problems facing our local environment and we want to help to repair the damage.

# Policy of Wooragee Junior LandCare

## General Statement

We believe that the land around us should be cared for.

By caring for the land, we are helping the world. We can help our parents care for the land by actively participating.

## What Can We Do?

Native (indigenous) plants should be planted along creeks and on farms because they have more chance of survival than other species and they are natural flora.

We should run an extensive propagation program. Seeds should be collected locally. Seedlings propagated should be donated to local landholders with our group planting and providing early care. By doing this, we will be helping to stop soil erosion and

providing care for the environment.

We should try to control noxious weeds in our own environment. We feel that we can do this by hand.

Recycling is an important part of our LandCare program.

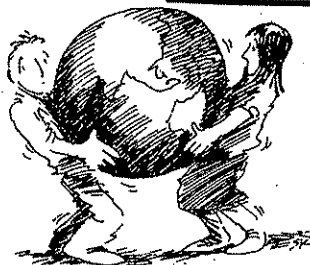
We will keep a compost pit for use around the school. We will also keep a large mulch centre for communal use with the help of Senior LandCare members.

We will cooperate wholeheartedly with the projects undertaken by Senior LandCare.

## Summary

We will inherit the land from our parents. We want to ensure the land we inherit has been cared for.

Connect  
global



## NCACS

### CHEAP AIRMAIL SUBSCRIPTION OFFER

The National Coalition of Alternative Community Schools (NCACS) is a US-based non-profit, national coalition of schools, groups and individuals dedicated to providing children (and adults) with the kind of personalised and yet globally-oriented education we all need to successfully cope with, and change for the better, the society in which we live.

The NCACS publishes (amongst other items) a quarterly newsletter, the National Coalition News. This newsletter is available to NCACS members (\$30 US) or Associate Members (\$20 US). This covers surface mail distribution.

#### SUBSCRIPTION OFFER

NCACS has offered us a discount subscription deal. If we can get five or more people interested to subscribe at \$20 (Aust), NCACS will send bulk copies airmail to Connect and we will immediately mail these within Australia.

If you are interested to receive National Coalition News (the last issue we received is a solid 32 pages), let us know here at Connect and we'll organise it. Send no money yet!

If you want to subscribe directly to NCACS, their address is 58 Schoolhouse Road, Summertown, TN 38483, USA. We have a few brochures with more information - ask us.

Michael Traugot, National Office Co-ordinator for NCACS, also writes to say that "our readership is very interested in alternative education in Australia and elsewhere. We would like to have more articles, including more specific ones from individuals and schools (and some pictures)." Send to address as above.

## NEW ZEALAND'S ALTERNATIVE SCHOOLS

Five weeks in New Zealand sounded like a long time to us - more than enough to thoroughly see such a small country as well as gain an understanding of both its peace movement and alternative schools. We were wrong, naturally, and after putting five thousand kilometres on a rented '84 Toyota, we feel we have just scratched the surface.

There is no formal network of alternative schools in New Zealand and little communication between them. We arrived here with the name of only one school - Tamariki, in the South Island city of Christchurch. Through word of mouth, mostly from the Quaker and SERVAS hosts with whom we stayed, we learned of half a dozen more and managed to visit four of them.

There have been major changes in New Zealand in the past five years. The National Department of Education has been greatly reduced and most of its duties handed over to individual school boards of trustees, although the government still makes most of the rules. The main reasons for these educational 'reforms' seem to have been to save money, to eliminate the 'left wing bias' of the bureaucrats and to make schools more responsive to the needs of employers. It is too early to judge the results of these changes, except that they are likely to benefit schools in wealthier areas more than those in poorer ones. Admirably, the new system seems to provide good opportunities for the minority Maori population to preserve its traditional culture by establishing Maori language schools and Maori Studies programs in English-based schools.

Whatever the overall merits of these changes, they seem to allow for alternative schools to receive state funding while retaining their 'special character', an opportunity which most of them, with some trepidation, are taking advantage of. The changes should also provide an opportunity for starting new alternative schools, but I'm not sure that much is being done in this regard.

Tamariki, a primary school for ages 5 to 13, has been going for twenty-three years. It is located in an old house on a block near one of Christchurch's industrial

areas. There is a glue rendering factory across the street and a fish meal plant behind, so the odours sometimes become interesting to say the least. Pat Edwards, the Principal, a wonderfully friendly and understanding woman, has been with the school since its beginnings. The school is based on the Summerhill model and defines its two aims as follows:

- \* To equip each child according to its nature and talents to lead a personally satisfying life, and to be an effective and contributing member of a democratic society;
- \* To be a supportive community which nurtures its members.

Classes are not mandatory. Grading and testing never occur. The children make the rules (most of them) and the rules are never written down. The assumption is that if you can't remember them, they aren't 'living' rules. There is an interesting system, set up by the students, whereby toys, games or study activities are 'booked' or reserved for a specific period of time to avoid conflicts over who gets what.

Much emphasis at Tamariki is placed on the peaceful working out of conflicts. If a student is being bothered in some way by another student, he or she says, "I request you to stop." If this doesn't work, the student can 'call a meeting', which at least one staff and one other student attend, in order to try to work out the problem. Any student may for any reason call a meeting of the entire school to discuss an issue considered important.

Tamariki has about 35 students and four full-time staff. There are many parent volunteers. Under the recent educational reforms, they have integrated into the state system as a school of 'special character', and for the first time have money to pay competitive staff salaries. They have bought a piece of land and designed their own new building which will be constructed at state expense.

There is also an alternative primary school in Wellington, called the Children's Learning Group. They have 25 children in the 5 to 13 age group, with one paid teacher and three hours per week parent participation required. Wellington is New Zealand's capital city and has many libraries, museums and other activities which the school takes advantage of. So far the school has chosen to remain private.

We've heard that there is an alternative primary school in the South Island town of Timaru, and one called Laingholm in a distant suburb of Auckland. Undoubtedly there are also others elsewhere.

We visited three alternative high schools. Two of them, Four Avenues in Christchurch and Metro in Auckland, are quite similar, with about 100 students and a dozen staff. The most striking thing about them is the extent to which they are democratically run, with students having a major say in rules, budgets and hiring of staff. Four Avenues has recently moved into new, not quite finished buildings, and everyone is excited about future prospects.

Auckland Metro is housed in a large old Victorian home, and I was impressed by the number and variety of interesting courses the students could choose. Course attendance is voluntary. Auckland, New Zealand's largest city, is experiencing the kind of racial, gang, drug, alienation etc problems of other major cities and these are having an effect on the school, but with its structure it is probably better able to handle them successfully than a traditional school.

We also visited Prospect College, a small (18 student) private high school in a large Victorian home in Lower Hutt, near Wellington. The school has been operating over twenty years, with an emphasis on individualised education. They have about six part-time staff and lots of parental involvement, especially in fixing up their building. They have four or five students from Hong Kong and Japan, and would welcome more international students. Athalie Chapman, the Principal, has been with the school since its beginning. She was delighted that someone from so far away would come to visit, as they often feel quite isolated and precarious.

In general, most of the alternative schools seem to have little contact or networking with each other, and lack a sense of wider community and support. I see no reason why this should continue, especially in a time of so many new regulations and opportunities. Also, probably with considerable work of course, the opportunity exists for local schools to become more 'alternative' and for new schools to be formed. I hope a New Zealander somewhere will read this and start such a network.

Ron Wetteroth  
October 1990

*Ron Wetteroth, Alex Bell and daughters are currently visiting Australia. They are from an alternative school in North Carolina and have been visiting alternative and community schools in Australia and New Zealand, before travelling to India to teach there.*

# BERWICK YOUNG LEADERS PROGRAM

"This week I have lived," said one of the students involved in the Fourth Young Leaders' Program run by the City of Berwick. This program is open to year 10 students from ten local schools. This year it had 42 young people involved.

The week's program looks at communication, leadership, group dynamics, body language, local government, public speaking and many other areas. It is an intensive week of lectures, role plays, group work, and practical participation culminating in a presentation night solely organised by the young leaders utilising their newly learnt skills.

Shortly after the week's program, a weekend camp is held and, from this, the now highly motivated young people organise many on-going events and groups for the youth of the City. In the past they have set up such things as City Beat (a City youth magazine), Sister Cities Youth Ambassadors of Berwick, and ECO, an active local young people's environment awareness group. All these groups are

still continuing. It is with much anticipation that we await the directions of the 1990 young leaders.

The outcomes of the program are fantastic. During the week, the people involved can be seen daily growing in confidence and self-esteem. Their abilities at the end of the week are outstanding. All people make new and lasting friendships and, perhaps most importantly, these young people will go on to become a great asset to their communities and make positive and lasting changes in their own life. This often results in them attempting and achieving much higher expectations and outcomes than they previously thought possible.

To do this program is a risk for all young people involved, yet none of them ever regret taking that risk a week later. To many, this week is the start of the rest of their life.

Jennie Lee, Youth Services Coordinator  
City of Berwick, PO Box 200, Berwick 3806



# back INDEX issues

Back issues of *Connect* are available for \$2 each (see order form). A cross-referenced index is included in #45.

- #1 (November 1979) Introduction; Publication projects: Ascolta, Otway Light; Youth Tutoring Youth.
- #2 (February 1980) KHS Flypaper, The Golden Shaft, Bludgers; Cross-Age Tutoring - Thomastown PS, Brunswick East HS, Princes Hill HS.
- #3 (April 1980) Why Youth Participation Programs; Principles; 2WEB-FM; Brunswick - A Long Way From the Bush; Tutoring: Sunshine HS, Lalor Park PS, Ballam Park TS; Governance: Sunshine HS, Falcon Street, Swinburne, Bowden Brompton, Lynall Hall, STC Group.
- #4 (June 1980) First National Workshop; Touchstones; Spotlight; 5 MMM-FM; Tutoring: Princes Hill HS, Baltara; Governance: Wellington Road.
- #5 (August 1980) National Workshop; Yinbilliko School; Murals; School/Work: Moreland HS, Ascolta, Ferntree Gully HS; Tutoring: Richmond TC, Princes Hill HS; Journalism Resources.
- #6/7 (February 1981) Workshop Report: Opening Address, Teacher Aide Program, Media, School and Community, Co-ops, Photos, Evaluation, Bowden-Brompton; So Your School Wants a Radio Station; Resources listing.
- #8 (April 1981) Workshop 1981; As We See It; Yankalilla Annexe; Collingwood Alternative; Ascolta Radio; 3CR; Adventure Playground; Thallon Times.
- #9 (June 1981) Workshop 1981; Community Research; Spotlight; STC Course; Resource Listing: Articles, Material held by Connect; Cumulative Index.
- #10 (August 1981) Workshop 1981 detail; Ascolta Radio Group; Resource list.
- #11 (October 1981) Reports on Second National Youth Participation Workshop, Youth Forum '81; TTUV Youth Policy; Governance: Boronia TS, Avondale HS, Doveton Minischool; Mallacoota Mouth; Lalor High Mural Project; 3CR; Genesis School; Radio Conference.
- #12 (December 1981) SPECIAL: Schools in Radio Conference: Radio 3FTG, enormous Radio Resource Listing.

- #13/14 (February/April 1982) SPECIAL - Youth Participation and Radio (part 2): The Fourth R, Schools in Radio Conference Report (descriptions, courses, training, funding, legal issues, ideas for radio in the curriculum).

## CONNECT

A Newsletter of Youth Participation In Education Projects  
12 Brooke St., Northcote 3070 Victoria.

Number 1

NOVEMBER 1979



- #15 (June 1982) Youth Participation Projects - Possibilities and Limitations; STC Book; Reviews of resources; RAK; Kangaroo Flat TS; Schools in Radio Bulletin - Studio, Curriculum Ideas, etc.
- #16 (August 1982) Community Studies at Fitzroy HS; Kangaroo Flat TS and 3CCC; Doveton Minischool; Studio Construction; Reading Lists.
- #17 (October 1982) Youthcraft at Cobden TS; Ascolta Radio Studio; Albert Park HS and Gasworks; Moreland School-Work Program; Lynall Hall.
- #18 (December 1982) Dimensions of Success (Pearl); Involving Others (Kent); Rave; Governance - symposium part 1 (10 reports); Youth Forum/Rights; Radio Skid Row; Move Over Teacher.
- #19 (February 1983) On Leadership (Pearl); Youth Action Programs; Governance Symposium Part 2 (5 reports); Radio: 3CCC; Fitz-Coll Directory.



- #20 (April 1983) Smoking - a Tutoring Approach; Ex-STC Students' Comments; Community Projects at St Albans TS; The Studebaker Project at Cobden TS.
- #21 (June 1983) Come Out '83; Video: A Better Life Than Them; Radio in the Primary School Classroom; SCLP at St Albans TS; Using Small Groups; Tutoring: Marian College; Governance: Marian College, Thomastown HS, Sunshine TS; STC - Work Experience and Out-of-School Activities Seminar (inc. introduction and 'Hope' [Polk]).
- #22/23 (August/October 1983) Constructive approaches to social change; Student-Centred Graphic Communication; Student Action in Education Forum: Representation on School Councils, Student Representative Organisations, Adult Roles; Tutoring: Student Reactions at Marian College; STC Work Experience Part 2; Job Creation; Work Education at Thomastown HS.
- #24 (December 1983) Programs, processes and outcomes in a youth participation program; Student researchers in action; Radio Skid Row; Student Newspaper Workshop; Student Action in Education Project; STC and Tutoring at Exhibition HS; Video in Education; Student Lounge at Caulfield HS.

THE NEWSLETTER OF YOUTH PARTICIPATION IN EDUCATION PROJECTS  
12 BROOKE STREET, NORTHCOE 3070 VICTORIA AUSTRALIA

# CONNECT

AUGUST 1985 No. 34



- ACCESS HOTLINE
- ACCREDITATION (again)
- PART-TIME STUDENTS
- CROSS-AGE TUTORING
- Conferences, Forums, Reports

- #25 (February/March 1984) Youthcraft at Cobden TS Off to America; Governance: West Wyalong HS, RASG; Student Action in Education.
- #26 (April/May 1984) Youth Action Program Conference Report: Views of students, teacher, parent, Principal; Principles and Prospects; Workshops; SPAN.
- #27/28 (June-September 1984) Project Blueberry and McKinley HS Mass Media Program (US) Interviews; Youth Action Program in Sale; Students and Committees - 3 discussion papers (including 'Inclusive Committee Procedures').
- #29 (October 1984) Opening the Airwaves at Reservoir HS; SRC at Altona HS; Student Meeting In-Service; Student Support Structures: SWP, SCAB, RASG; Towards Accreditation - case studies; Students as Researchers: PEP, Collingwood HS; Youth Forum '84.
- #30 (December 1984) Tutoring: Traffic, Princes Hill PS; SPECIAL: Kids Can Do Remarkable Things, Declaration of Student Rights and Responsibilities, Student Involvement at Preston East TS; PEP Student Advisory Group.
- #31 (February 1985) Another Step Towards Accreditation; Negotiating Mathematics and Drama; Youth Forum '85; TAFE Student Union Project.
- #32 (April 1985) Videotape Resources: Listing, The Big Switch, Seen and Heard, Girls Speak Up, Punching Keys; Ascolta Radio Group Report; Governance: Eppalock Declaration, Students on School Council; Murals.
- #33 (June 1985) Supporting Students on Committees; NSW Student Association; Delta Annexe; 3CCC, Jim and the Principal; PEP and Students Around Australia; VICCSO Workshops.
- #34 (August 1985) Access Hotline; Credit for Participation; Part-time Students at St Albans TS; Research at Ardeer HS; Tutoring at Ballam Park TS/Naranga Special; Student Conferences; The WA Participation Project; A New Life; Reports Reviewed.
- #35 (October/November 1985) SPECIAL PRIMARY ISSUE: Campbell's Creek, Yarrambat, Specimen Hill, North Melbourne, Kensington, Redan, Dunolly, Kangaroo Flat, Newstead, Maldon, Eureka Street, Castlemaine, Yarraville West, Fairfield North; Tutoring: Sacred Heart Primary; SA Student Conferencing; Rap Up for Gippsland; Youth Action Teams and Railway Stations.

#36 (December 1985) Research: Gladstone Views PS; SCIP; Tutoring: Ardeer HS; Mixes of School and Work Conference Report inc. addresses (Polk, Noonan), Workshops, School Program Reports, contact list; Documents: Bill of Rights and Responsibilities (Brunswick TS), Student Rights and Responsibilities (Canada), Are Students Participating in the Conference?, Hitch-Hiker Guide Available, Video News Magazine.

#37/38 (February/April 1986) Putting the Participation Back Into Representation; STUDENT CONFERENCE SPECIAL: SASO, National PEP/Gabfest, Victorian State-wide, Eastern Region Non-Government, Geelong/Ballarat Regional, SA State Council of Students.

#39 (June 1986) Video: Frame by Frame - Student Video News Magazine, Student Participation - A Reality?; Young People and Local Government; Students of Shepparton; Who Owns the Curriculum? - Student Conference; Issues: Participation, Equality and Responsibility, What Does Participation Really Mean?, What Makes a Good Support Teacher?, Girls and Participation; Take A Part; Student Research Team; Community Workshop at St Albans TS; SCIP; Tutoring: Monterey cluster; What My Mother Told Me (Review).

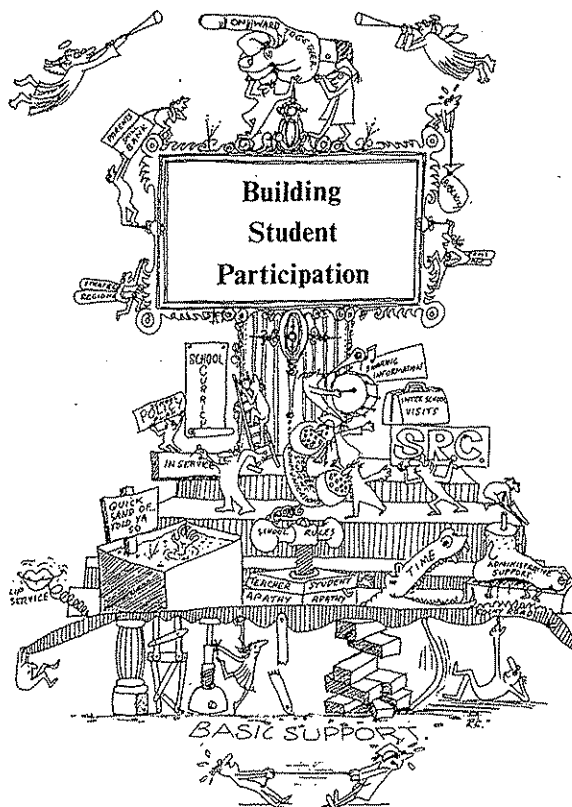
#40 (August/September 1986) NSW: RASG/SASO, Broken Hill Combined SRC Student Participation in School Decision Making; Vic: Student Forum, Northern Region Focus (Radio, Preston Girls HS, Thornbury HS, Student Network, Network and Negotiation); Building Bridges and Making Links; Peace Education; Goulburn NE Computer Network; Governance: Mooropna Park PS, McKinnon HS; English B.

#41 (October/November 1986) SOUTH AUSTRALIA SPECIAL: SCofS, Student Participation in SA, Participation and Community Studies, Student on a PEP Committee, Delta (Mawson HS), Yunan; NT: Gabfest '86; ANSS; What are Kids' Rights in Schools?; Vic: Rural Youth Meet in Melbourne.

#42 (December 1986/January 1987) Peace and Students: Radio Reporting the Youth Peace Conference, Peace Institute; Computer Ideas; Youth Media, Ascolta; Consultants: Supporting Student Participation; Governance: Baltara, Shepparton, Sydney Road Community School, Yallourn TS, Junior School Councils, Students on DSP Area Committees, PEP Committees in SA.

# CONNECT

AUGUST/SEPTEMBER 1986 No. 40



Registered by Australia Post; publication no. YBG 3555

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#43 (February/March 1987) Talent Afloat at Cobden TS; ACSA Network; Disabilities to Skills - Using Oral History to Bring Students Back to the Real World; What's This About a Radio Show?; Anyone Can.

#44 (April/May 1987) Sherbrooke Community School Special: Morning Meetings, Areas of Learning, Workshops, Case Study, Assessment, Making School Policy; NSW: Participation Survey; Student Participation Contract; The Making of YB City; Political Awareness.

#45 (June/July 1987) SA State Council of Students; Vic DSP State Committee; NSW Youth Forum/YES; Loftset Press; Cumulative Connect Index #1 to #45.

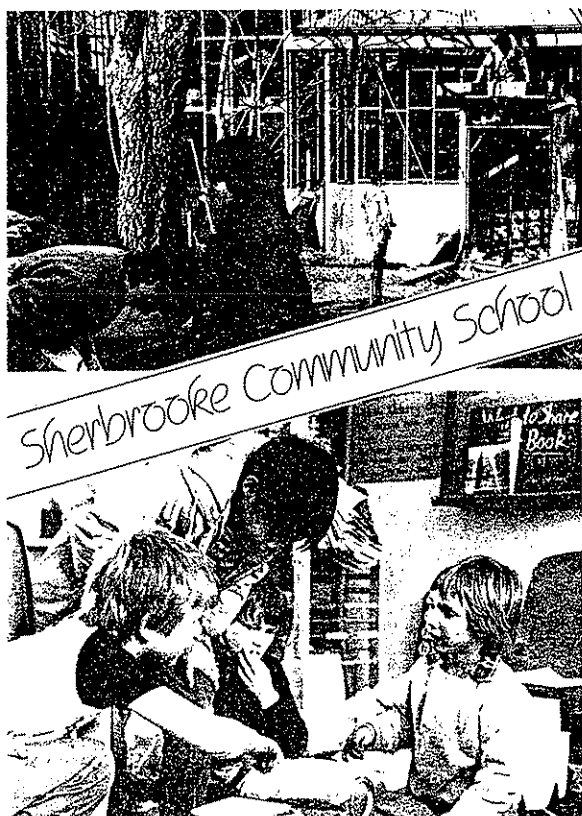
#46/47 (August/October 1987) Radio Programs at Brunswick East PS; Paradise Project (US) Interview; Momentum; Networks: Gabfest 1987, TAFE, TAFE PEP, ANSS, Victorian TAFE Students Network; Community Linkage at St Joseph's TS; Students on Committees: Some Suggestions for Principals, Participation and Equity; Index of the Articles Available 1981-1987.

- #48 (December 1987) Youth Centres: Turana, Baltara; Student Participation in the News; Victorian State Secondary Student Network; TAFE Students Network; TAFE PEP Student Board, Students' Views; Students on Regional Boards; Curriculum '87; NT Network.
- #49 (February 1988) Youth Participation and Empowerment (Kohler, Wigginton), Using Modern Technology in Goulburn Valley; Northern Region Radio Network.
- #50 (April 1988) 50TH ISSUE SPECIAL: Youth and Student Participation in Education; Dance Eisteddfod 1987; Student Research Team Report; Northern Radio Network; Tylden Junior School Council; SRC Pamphlets.
- #51/52 (August 1988) Experience Based Learning; Can of Worms - Myths About Masculinity; Ken and Yetta Goodman on Foxfire; NYCA - Council, Social Justice; Citizenship in Schools; ANSS National Conference; Credit and Support.
- #53 (October 1988) Australian Network of Secondary Students - Curriculum Paper, Passed Participation?; With/Whither on the Vine?; School and Work - Transferable Skills, PSI, Skills for Australia.

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12 BROOKE STREET, NORTHCOE 3070 VICTORIA AUSTRALIA

# CONNECT

APRIL - MAY 1987 No. 44



- #54/55 (December 1988/February 1989) Work: What's the Story?; ANSS Conference Report; GLOBAL SPECIAL: NCRY, Foxfire, Salt, Art Pearl, UK Free Schools, Lib Ed, Relay, Alternatives in France, NCACS.
- #56 (April 1989) Work: Where To Next? - School to Work Transition, Marrickville HS; Research; Experts in the Field; Using the SRC Pamphlets; Nobody's Children; ACSA Curriculum Conference; School-Community Involvement - St Paul's College; Junior School Councils; Global: BYC, Hands On, NCACS, GUST; Youth Peace Project, Racism Resource; Videobeat.
- #57 (June 1989) Students and Oral Histories at Apollo Bay; Local Action on Pollution; Unravelling the Maze; Junior School Councils: Networks, Role Play; Students Can Influence the Curriculum; Youth Forum/YES; Global: Pilot School.
- #58 (August 1989) ASPIRE: Mathematics Education Through the Arts; Student Executive; Funding for Student Activities; Global: Foxfire Core Practices, Youth Media in the USA; NSW Student Action 1988: Standing Up for Students' Rights, No Minister!, A Tarnished Vision
- #59 (October 1989) Student Participation in Curriculum Decision Making; CEP - STUDENT ENTERPRISE: Mortlake HS, Hawkesdale HS, Murtoa HS; Junior School Councils: Role-Playing a Meeting; Youth Radio Project.
- #60 (December 1989) THE FIRST 10 YEARS SPECIAL: Reflections and Comments, Old Lessons .. New Education, Students Publishing, Asserting Youth Participation, Are Students Up Front Yet?, Being Needed By People, Happy Birthday Connect!; Enterprise: Dragons; JSCs: The Democratic Process.
- #61 (February 1990) JUNIOR SCHOOL COUNCILS SPECIAL PART 1: A Kit of Ideas - Training Junior School Council Members; Videos Available.
- #62 (April 1990) Watermark; JUNIOR SCHOOL COUNCILS SPECIAL PART 2: Junior School Councillors Speak; SSICC; An Update on Youth Forum.
- #63 (June 1990) FOXFIRE VISIT BACKGROUND INFORMATION SPECIAL: Descriptions, Interviews, Principles, Networks, Resources.
- #64 (August 1990) Negotiation: Sharing Power in the Classroom; Foxfire follow up; Girls in Technology; Youth in Sweden; Lance Holt School.

# NEWS & REVIEWS

## 'Curriculum Corporation'

### ACSA Occasional Paper

"The formation of the Curriculum Corporation (CC) by the Australian Education Council is perhaps the most important national initiative in education of the last fifteen years... The CC must adopt, and be seen to adopt, an approach to national curriculum reformation that is educationally and administratively principled, engaging educational workers in the shared task of national curriculum reformation which is of crucial importance to all Australians."

Stephen Kemmis, Professor of Education (Curriculum Studies) at Deakin University has written the first in a new series of occasional papers published by the Australian Curriculum Studies Association (ACSA), investigating the critical issues that need to be considered in the development of the Curriculum Corporation. The Curriculum Corporation: Observations and Implications provides commentary on and discussion of practical possibilities for the Corporation.

Copies can be ordered from Business Manager, ACSA, PO Box 884, Belconnen ACT 2616; cost is \$12.50 (includes postage in Australia).

## A Subscription Idea

Until recently a Connect subscriber, Sheryl is no longer working in education. "I have a feeling I'm now too far distant from kids and schools ..."

Solution - Sheryl has replaced her subscription by two gift subscriptions for friends "who'll probably make use of Connect and enjoy reading it".

Don't let your subscription just fade away. Renew promptly ... and consider a Christmas gift subscription for friends. We'll include the card!

## SA SCOfS

The South Australian State Council of Students (SCOfS) meets for its regular Management Committee meeting over the weekend of December 7-9. More information from Cheryl Ross (PASS) on: (08) 232 4076.

## REAL

REAL Enterprises is a federation of organisations in the United States that create, operate and support rural school-incubated enterprise programs. The REAL Story is a newsletter published three times annually. There are three REAL offices - in Athens, Georgia, in Chapel Hill, North Carolina and in Columbia, South Carolina.

For general inquiries, contact Georgia REAL Enterprises, PO Box 1643, Athens, GA 30603 USA; for the newsletter, contact: North Carolina REAL Enterprises, 948 Old Post Road, Chapel Hill, NC 27514.

The articles from the Foxfire magazine have been collected into nine books. We have two of these available from Connect:

### The Foxfire Book

The first of the collections could now be regarded as a 'collector's item'. It is still the most popular of the series, with articles on Aunt Arie, Building a Log Cabin, Quilt Making, Mountain Recipes, Weather Signs, Hunting, Moonshining, Faith Healing and much more. In all, 33 articles with 294 photos in its 384 pages.

Eliot Wigginton's introduction sketches the beginnings of Foxfire and the vision of its growth.

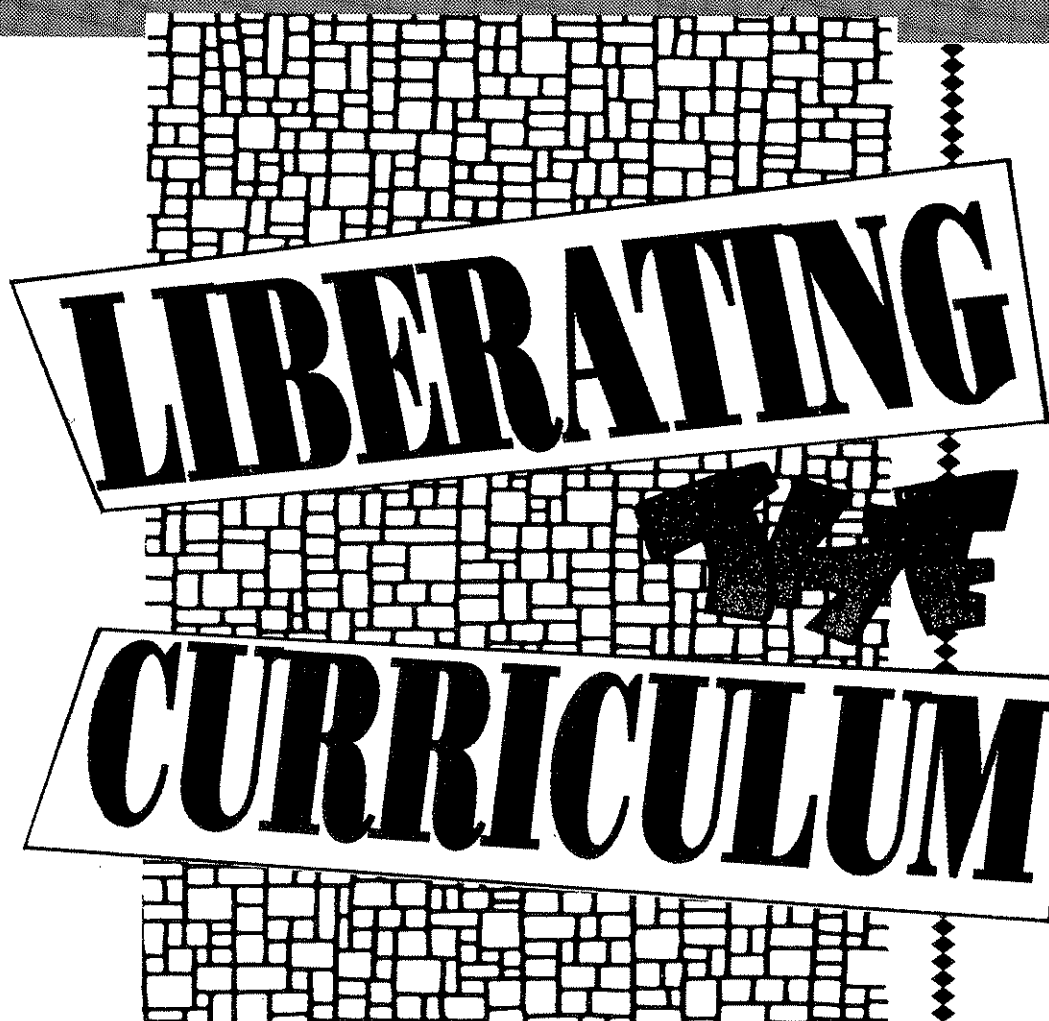
### Foxfire 9

The final book in the Doubleday Anchor series provides the other book-end. There are articles on Foxfire (the luminescent fungus), 'Remedies, Herb Doctors and Healers', The General Store, Quilting, 'Two Men of God', Scary Stories and 'A Second Look at the Log Cabin'. The 28 articles are grouped in sections, with 482 illustrations and 493 pages.

The introduction provides a neat tie-up for the series, looking back and also forward to more specific publishing ventures.

Both The Foxfire Book and Foxfire 9 are available from Connect for \$25 plus \$5 postage and packing. Order using the form at the back of this issue or phone us on (03) 489 9052.

# CURRICULUM '91 CONFERENCE



## LIBERATING 91 CURRICULUM

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**11th — 14th July 1991**

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An enthusiastic team of workers is currently planning the 1991 ACSA Conference in South Australia. Conference organisers are calling for people to conduct workshops and present papers.

For further information, contact:

Ms Leonie Ebert  
C/- Christies Beach High School  
Beach Rd, Christies Beach, SA 5165  
(W) Ph: (08) 382 2655  
Fax: (08) 384 4011

Dr David Prideaux  
SA College of Advanced Education  
Magill Campus  
Lorne Ave, Magill, SA 5072  
(W) Ph: (08) 333 9634  
Fax: (08) 332 6122

We are especially keen to encourage a substantial student involvement at the 1991 ACSA Curriculum Conference. If you are considering attending, also consider a joint teacher-student-parent team. We will be developing a workshop theme around student participation issues and invite your suggestions and participation. We're also keen to incorporate sessions outlining school practices. Contact Connect on (03) 489 9052 with ideas, offers, proposals and for further information.



## NZ Alternatives

Ron Wetteroth and family visited alternative schools in New Zealand recently - see article, this issue (GLOBAL Connect).

The addresses of these schools are:

Tamariki School  
83 Rutherford Street  
Box 19-506  
Christchurch

Children's Learning Group  
48 Glen Road  
Kelburn  
Wellington

Four Avenues High School  
102 Champion Street  
Christchurch

Auckland Metropolitan  
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## Sometimes A Shining Moment

Sometimes a Shining Moment is Eliot Wigginton's book about Foxfire - history, philosophy and detailed teaching approach. Limited numbers of copies are available from Connect and are due any day now. Order URGENTLY to make sure you're not disappointed this time round!

Copies are \$20 plus \$5 postage.

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# MATERIAL AVAILABLE

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## Local & Overseas Publications Received

Connect receives many publications directly or indirectly relevant to youth and student participation. We can't lend or sell these, but if you want to look at or use them, contact us on (03) 489.9052:

### AUSTRALIAN STUDENT PUBLICATIONS:

Crossroads (Geelong, Vic) No 1 (Nov 1989),  
No 7 (August 1990)

Rave (Winlaton, Vic) No 42, October 1990

### OTHER SOURCES:

Youth Victoria Grants (Youth Affairs Division, Vic) Guidelines etc

Peace 2000 (CICD, Vic) Vol 3 No 4 Sept 90

SCIP Newsletter (Red Cross, Vic) No 11,  
September 1990

Yakka (Red Cross, Vic) Spring 1990

Collective Notes (COSHG, Vic) Nos 54, 55  
September, October 1990

Network News (Surry Hills, NSW) Sept 1990

NIE Update (ANPA, USA) Vol 16 Nos 3, 4;  
May/June and July/August 1990

The REAL Story (NC REAL Enterprises, USA) Vol 2 Chapter 2, Summer 1990

Options (Youth Bureau, ACT) August, Sept,  
October 1990

Bush Telegraph (VCYAN, Vic) No 7, Oct 90

Communication Research Trends (CSCC, UK) Vol 10 No 3; 1990

National Coalition News (NCACS, USA) Vol 15 No 1; Summer 1990

Aero-Gramme (AERO, USA) Sept-Oct; 1990

## Articles:

The articles listed in this column are of general background value or otherwise not appropriate for reproducing in the columns of Connect. However, they are available on photocopy for research purposes. The length and cost (copying and postage) are listed. Please order by code number. (A fuller listing is available in Connect 46/47 - to October 1987.)

Code	Description/Pages/Cost
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349	'US Supreme Court Curbs Student Press Rights' from <u>The Clearing House</u> Vol 63 No 6, February 1990. (not good copy) (1 p; 60¢)
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350	Review of 'Foxfire Reconsidered: A Twenty-Year Experiment in Progressive Education' (Puckett, University of Illinois Press, 1989) by Paul Theobald from <u>Educational Theory</u> Vol 40 No 2, Spring 1990. (6 pp; \$1)
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